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ABSTRACT

This guide is designed to help teachers instruct students in the areas of alcohol, drugs, and traffic safety. It consists of two units, targeted to seventh-grade students and the other to tenth-grade students. Each unit can be used over a two-week period. The lesson plans and related materials focus on helping students gain insight into factors that influence choices related to alcohol and drug usage, and traffic safety, and to make responsible decisions that will help them lead safer, healthier lives. Follow-up activities for individual and group projects are also provided. (Author)

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TAKING RISKS

Activities and Materials for Teaching About Alcohol, Other Drugs, and Traffic Safety

Book II — Secondary Level
(Grades 7 and 10)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Young people today can scarcely avoid taking risks. Merely growing up in our complex society involves a variety of risks with which young people must learn to deal. Three of the most serious trouble areas — alcohol, other drugs, and traffic safety — are the principal focus of the two volumes of *Taking Risks*, developed by the Department of Education's School Health Program and Traffic Safety units.

What do young people need to know about risk taking? They need to be able to recognize when a situation actually involves a risk. Thus, *Taking Risks* provides specific information about the misuse of alcohol and other drugs and potentially dangerous traffic situations. They also need to know how to make decisions in relation to possible risks. *Taking Risks* gives students an opportunity to practice decision making without incurring actual dangers.

We cannot possibly insulate our children from all danger, of course. Many situations involving risks may even have potentially beneficial results. Thus, learning how to cope with potential risks is an important part of growing up and accepting responsibility. *Taking Risks* is designed to help our youth become more competent and responsible adults.

Wilson Riles

Superintendent of Public Instruction

PREFACE

The two volumes of *Taking Risks* represent a collaborative effort of the Department of Education's School Health Program and Traffic Safety units. The collaboration of these two components within the Department underscores the interdisciplinary nature of all school efforts aimed at personal and social development, critical areas of the curriculum for which new practical materials and ideas are always needed. It is a collaboration that has brought together many closely related concepts and goals identified in both the *California Traffic Safety Education Task Force Report* (1977) and the *Health Instruction Framework for California Public Schools* (1978), adopted by the State Board of Education in 1977. And it is a collaboration that has focused continually on the development of practical knowledge and useful skills at the classroom level.

Taking Risks involves an unusual approach to classroom activities focusing on alcohol, other drugs, and traffic safety. Although many materials in this field include techniques emphasizing affective learning, *Taking Risks* differs from most materials that are currently available in that its primary emphasis is on risk taking as a normal aspect of everyday living with which students must learn to deal. Thus, all the learning activities in *Taking Risks* are aimed at enhancing the students' awareness of when they are taking risks and how to make decisions about the risks they take. Throughout, the teacher and the students are encouraged to share in a mutual process of insight and discovery.

Taking Risks is designed to require a minimum of preparation and training, and teachers may use these materials in many different ways. Some teachers may choose to follow the explicit, step-by-step instructions for each lesson and activity. Others may wish to use parts of various *Taking Risks* units, to modify materials for use at different grade levels, or to develop entirely new activities based on the themes and concepts they find in these pages.

Regardless of how these materials are used, *Taking Risks* is designed to help teachers enrich the curriculum at many different grade levels and to help foster the development of responsible decisions among today's youth.

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CONTENTS

	Page
Foreword	iii
Preface	v
Acknowledgments	vi
About *Taking Risks*	vii
Organization and Structure	ix
The Theme of *Taking Risks*	x
How to Use *Taking Risks*	xi
Preparation	xi
Format	xi
Lesson Plans	xi
Classroom Atmosphere	xii
Related Curriculum Areas	xii
Unit III — Grade 7	1
Unit IV — Grade 10	43

ABOUT *TAKING RISKS*

The experiences of the last decade demonstrate that one of the least successful strategies for getting young people to avoid drug use and similar forms of high-risk behavior is telling them how dangerous drugs are or how much they will be hurt if they take a particular risk. Young people grow up in an environment in which the use of a wide variety of drugs and the taking of many other risks are accepted, condoned, and often encouraged.

Nicotine is one example of a potentially dangerous drug that is accepted or used by the majority of Americans, despite warnings from the Surgeon General and the ban of cigarette advertising on television. Alcohol is even more widely accepted, and yet it is a drug that can cause immeasurable harm. Considering the easy availability of so many different kinds of drugs, it is not surprising that surveys of drug use among American youth indicate that the majority experiment with a variety of drugs, particularly alcohol, at increasingly early ages.

One of the main premises of this book is that risk-taking behavior is normal among youth. It is a way of testing one's limits and establishing one's place among one's peers and in society. Risk taking cannot and should not be prevented. Serious trouble as a result of risk-taking behavior can be prevented, however, when individuals take "educated" risks based on accurate information and an insight into how people make choices about the risks they take. This involves the ability to determine when a particular action does or does not involve a risk. It also requires an understanding of the basic steps in decision making. Both are major goals of *Taking Risks*.

It should be noted that while the normality of risk-taking behavior is acknowledged in *Taking Risks*, taking dangerous risks is not condoned, and the materials are not designed to be used to teach students "how to take risks." Rather, the ultimate goal of *Taking Risks* is to facilitate clear, critical thinking and decision making about whether one will take a risk or not. In each unit emphasis is also placed on the fact that risks may have either positive or negative consequences. The risk of drinking excessively, for example, clearly involves possible negative consequences. Trying out for a school athletic team, on the other hand, involves the risk that one may not make the team — yet the possible outcomes are essentially positive.

The elementary and secondary schools are logical places for young people to acquire common sense about alcohol, other drugs, and traffic safety, all of which are critical elements in risk taking among youth; but the schools have had very little impact on the problem. One reason for this is that teachers have not had the kinds of materials and curriculum aids that will help them to make the best use of the little time they can afford to spend on the subject. *Taking Risks* is designed to help remedy that situation. The book is designed to be used with a minimum of preparation and training. It consists of two units, one aimed primarily at students in Grade 7 (health, social studies, science, or psychology) and the other aimed primarily at students in Grade 10 (driver education).* Each unit is designed to be used over a period of two weeks, and, with few exceptions, the complete lesson plans and all the materials needed for instruction are included herein. Many of the pages are designed to be copied for use by students in the classroom.

*Books 1 and 2 of *Taking Risks* cover four grade/age levels (early childhood, preadolescent, adolescent, and young adult) identified in the *Health Instruction Framework for California Public Schools*, adopted by the State Board of Education in 1977. These levels also correspond to the target populations identified by the California Traffic Safety Education Task Force in its 1977 report. Although each unit is targeted at a specific grade level, teachers may wish to use activities designed for one grade level with students at a higher or lower level. The activities may also be modified to meet students' particular needs or skills.

This book includes:

- ☐ Two completely structured two-week units focusing on risk taking in relation to alcohol, other drugs, and traffic safety — one for Grade 7 and one for Grade 10
- ☐ Most of the materials that will be needed to complete each of the units
- ☐ An approach in which alcohol, other drugs, and traffic safety are viewed as part of a spectrum of real-life risk factors with which all students must learn to deal

Using these materials, students will:

- ☐ Acquire some basic information about alcohol, other drugs, and traffic safety situations that directly relate to their own lives.
- ☐ Gain insight into factors that influence their choices in relation to potentially dangerous situations involving alcohol, other drugs, and traffic safety.
- ☐ Learn how to recognize when particular decisions may lead to dangerous or harmful consequences; i.e., involve risks.
- ☐ Learn basic decision-making steps in relation to risk situations.
- ☐ Be prepared to make better decisions and choices that will help them to lead safer and healthier lives.

When young people are finally confronted with decisions about whether to use alcohol or other drugs, or to do anything else that could be dangerous to themselves or others, the choice will be theirs alone. Although the use of this book cannot guarantee that they will make the wisest choices, it can help them learn to accept the responsibility.

ORGANIZATION AND STRUCTURE

Taking Risks is a series of four units designed for four different grade levels, two of which are represented in this book. All four units have a common theme. Teachers and students who use *Taking Risks* should clearly understand this theme, since it is the unifying element for the series of units and within each unit. The theme is presented on page x in a form appropriate to students in Grades 7 and 10.

Teachers should introduce the theme before they begin a *Taking Risks* unit. Introductory activities in which the theme is incorporated can be found on pages 2-3 for Unit III and on pages 44-45 for Unit IV.

Most of the activities in *Taking Risks* focus on aspects of the central theme of risk-taking in relation to alcohol, other drugs, and traffic safety. The activities are arranged in a structure that encourages students to explore four primary factors that influence people's choices in potentially risky or dangerous situations. These influencing factors are critical to an understanding of why people make the choices they make. The four influencing factors are the following:

- ☐ Family. Although many students in junior high and high school may have reached a stage of rebellion against family values and customs, the family has nevertheless been a primary factor in shaping their tastes, habits, and behavior patterns.
- ☐ Peers. Among students in Grades 7 and 10, peer influence is usually more important than any other influencing factor.
- ☐ Advertising. In most students' lives advertising, particularly television advertising, has powerful effects that the students may not fully realize or acknowledge.
- ☐ Laws. Students in junior high school are close to the point where they will begin learning to drive, and students in high school have reached it. Thus, for the first time in their lives, young people in these age groups must be fully aware of the importance of laws for their lives.

The teacher should note that the four influencing factors highlighted in these pages are not the only factors that influence students' decisions, choices, and values. In specific situations other factors not emphasized here may also be important. Self-concept, religion, and personal needs for affection or respect, for example, may at times outweigh the influence of other factors. Thus, while in *Taking Risks* emphasis is placed on the influence of family, peers, advertising, and laws in risk-taking situations, opportunities should be provided for discussion of other factors that may also affect students' decisions and choices.

THE THEME OF *TAKING RISKS*

Most people are tempted at one time or another to do something dangerous or risky. Taking a risk is the same as taking a chance — you (or someone else) may or may not get hurt as a result of risks you take. People in their teenage years are probably more inclined to take risks — all kinds of risks — than people in any other age group.

Modern machines and modern science have added new risks to people's lives. For example, every year thousands of people are killed in automobiles or on motorcycles. Every year thousands of drivers, especially young drivers, are killed because they took the risk of using alcohol or another drug before they got behind the wheel of a car.

Drinking alcoholic beverages isn't a new kind of risk, of course. Wine is mentioned frequently in the Bible. But modern science has created many other drugs that are new. Alcohol and other drugs, in combination with modern machines, have added a huge number of possible risks to everyday living. (Although drugs can be harmful, they can also help people when they are used as medicines.)

Some risks are not necessarily dangerous and can actually have "good" results. A person trying out for a school team, for example, runs the risk of not being chosen. But if he or she makes the team, the risk was definitely worth taking.

The basic goal of this unit is to help you learn how to make better decisions about the risks you take. How do you make a "good" decision about taking a risk?

- ☐ First, you need to know whether a decision involves a risk or not.
- ☐ Second, you need to know the possible consequences of taking the risk.
- ☐ Third, you need to consider factors such as *who* will be affected by the risk, *why* you want to take the risk, and *what* else you need to know before you make your decision.
- ☐ Fourth, you make the decision.

No one can predict the future, of course. But everyone can live a safer and healthier life by thinking more carefully about the risks he or she takes.

HOW TO USE *TAKING RISKS*

Taking Risks does not require weeks of inservice training or years of experience to be used effectively in the classroom. *Taking Risks* can even be modified to fit a variety of teaching styles. The main commitment that *Taking Risks* requires of the teacher is agreement with the premise that engaging in risk-taking behavior is a matter of individual choice. This book is based on the belief that young people cannot be told what choices to make or what risks not to take; they can only be helped to make good and healthy choices.

Preparation

Before using *Taking Risks*, teachers should:

- ☐ Read the entire book carefully, and familiarize themselves with its contents.
- ☐ Decide which parts of the two instructional units they wish to use, which ones they may want to modify, and which lessons or activities recommended for one grade level they may wish to try with another grade level.
- ☐ Make note of any copying, pasting, or other preparation of materials that will be necessary before beginning each activity. The materials needed for each activity are described in the directions for the activity.

Format

Each two-week unit in *Taking Risks* consists of the following components:

- ☐ Recommended schedule
- ☐ Introductory activities
- ☐ Activities for introducing factual information about alcohol, other drugs, and traffic safety
- ☐ Core activities focusing on the four influencing factors described on page ix
- ☐ Closure activities
- ☐ Work sheets designed to be copied and distributed to the entire class
- ☐ Materials sheets that may be copied or displayed through the use of a visual aid
- ☐ Questionnaires designed to assess the students' acquisition of factual knowledge taught during the unit and changes in their attitudes toward alcohol, other drugs, traffic safety, and risk taking

Lesson Plans

Each lesson in *Taking Risks* begins with specific directions. In most cases these directions are based on the assumption that the classroom is a teacher-centered environment in which the teacher leads and directs the students' learning, while at the same time encouraging open discussion and independent work.

Most of the following components are found in each set of instructions:

- ☐ **Purpose.** A brief statement of the purpose of the lesson.
- ☐ **Objectives.** These include both teaching objectives and student learning objectives. Many teaching objectives are to be pursued for the entire unit and are not repeated in each statement of objectives. These include:
  - Making the activity stimulating and enjoyable
  - Increasing the students' understanding of the topic in any way possible, even if it is not mentioned explicitly in the instructions
  - Involving all the students in the activity and encouraging participation whenever possible
  - Assessing, through informal discussion or written quizzes, the students' comprehension of key words and concepts

Note: All student learning objectives are stated in general terms. Since students' abilities and the classroom climate will vary greatly from one classroom and one school to another, the teacher is encouraged to develop his or her own specific, observable, and measurable objectives for each lesson in accordance with the more general objectives in the lesson plans.

- ☐ **Materials.** The materials for the activity, including work sheets, materials sheets, and questionnaires, are found on the pages immediately following the directions.
- ☐ **Warm-up.** A brief warm-up activity is included as a way of "shifting gears" and getting students oriented to the lesson. Warm-up activities should be done at a fast pace.
- ☐ **Directions for Main Activity.** Step-by-step directions are provided for the main activity, including suggested time limits.
- ☐ **Advance Planning.** This is usually an informal homework assignment that prepares the students to think about the following day's lesson.
- ☐ **For Discussion.** This is the only component without a time limit. The teacher may introduce the question in any number of ways. The question could be a topic for the students to think about during a brief silent period, with or without a follow-up discussion.

Note that all components of the day's lesson except for the main activity are optional. The teacher may also wish to use some activities and not to use others, or to depart from the recommended times and sequences. Most lessons, therefore, could vary in length from about 20 minutes to as much as 45 or 50 minutes, depending on the students' interest level. Also note that when the directions are written in the form of direct quotations, these may be either read aloud or paraphrased, depending on the teacher's preference.

Classroom Atmosphere

Taking Risks does not contain solemn preaching about alcohol, other drugs, and traffic safety. Instead, the activities are designed to encourage an atmosphere of inquiry and discovery. In some cases the activities may touch on areas that are sensitive for some students. Therefore, the teacher should stress a tactful, accepting, and nonjudgmental classroom atmosphere. The activities in *Taking Risks* rarely have right or wrong answers — their main objective is to provide students with information and insights that will be useful in their lives. The teacher should also note that all discussions and/or written activities introduced as part of a *Taking Risks* unit must be used in compliance with Section 60650 of the Education Code. This section requires parental permission for student participation in tests, questionnaires, or surveys dealing with the pupil's and/or his or her parents' personal beliefs or practices in relation to sex, family life, morality, and religion.

Related Curriculum Areas

Unit III (Grade 7) is recommended for use in health, social studies, science, or psychology classes. Unit IV (Grade 10) is recommended for use in driver education classes. Either unit may be adapted to related curriculum areas such as English, home economics, and family life.

SCHEDULE: UNIT III (GRADE 7)

First Day:	Taking Risks
Second Day:	Choices, Influences, and Decisions
Third Day:	"Intoxication": A Game Based on Facts About Alcohol
Fourth Day:	How Much Is Too Much?
Fifth Day:	"DYNE-O-MYTE": A Game Based on Facts About Drugs Other Than Alcohol
Sixth Day:	The "In" Crowd
Seventh Day:	Who Is Responsible?
Eighth Day:	What Are Ads Designed to Sell You?
Ninth Day:	The Lawmakers
Tenth Day:	Closure

1ST DAY

TAKING RISKS

Purpose

To introduce the concept of risk taking and the basic goal of the unit

Objectives

Teacher*

- ☐ Introduce the unit in a way that will interest the students in pursuing the activities.
- ☐ Through class discussion assess the students' comprehension of the concept of risk taking and the basic goal of the unit.

Students**

- ☐ Through class discussion demonstrate comprehension of the concept of risk taking and the basic goal of the unit.

Materials

Copies of the unit theme page (page x) and Work Sheet 1

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*This is the teacher's personal objective for each lesson.

**It is understood that the teacher will quantify the student learning objectives in measurable terms that are appropriate to his or her class.

Warm-up (3-5 minutes)

Ask the students, "Who can give me an example of dangerous things with which everyone in our world must learn to deal?" Write several examples on the chalkboard.

Directions for Main Activity

1. (10 minutes)

Explain that the class is starting a unit about taking risks, especially risks that involve alcohol, other drugs, and traffic safety. "Young people growing up today live in a world where alcohol and other drugs are very common. Many people try alcohol and other drugs at one time or another. You probably know people who have tried alcohol or other drugs, and you may even have tried them yourself. Of course, many people *never* try them. The purpose of this unit isn't to get you to stop experimenting with risky behaviors or never to take any risks. But the unit is designed to help you know how to decide whether or not to take a risk."

Read aloud or paraphrase the unit theme (page x). Alternative: Make copies of page x for the entire class, and have the students read it aloud in a discussion format. Ask questions like the following:

- ☐ How do you know if something is risky?
- ☐ What are some modern risks that didn't exist 100 years ago?
- ☐ What is the main goal of the unit?
- ☐ What are the four steps for decision making?

2. (20 minutes)

Hand out Work Sheet 1. Explain that the work sheet offers an opportunity to think about some of the risks that will be examined in more detail later in the unit. Allow time for the students to complete the work sheet, either individually or in small groups. If necessary, take time before the students fill out the work sheet to discuss some examples. Encourage the students to note as many examples as they can. Examples for each of the three categorites are:

Traffic Safety	*Drugs Other Than Alcohol*	*Alcohol*
Getting hit by a car while riding a bicycle	Overdosing	Drinking and driving
Getting sideswiped by a car while opening a car door	Taking a drug without knowing what it is	Getting sick from too much liquor
Making a left turn and getting hit by an approaching car	Contracting lung cancer from smoking cigarettes	

3. (5 minutes)

After the discussion tell the students, "Most risks involving alcohol, other drugs, and traffic safety involve negative consequences. Who can think of some risks that might have positive consequences?" If necessary, offer a few examples, such as entering a contest or trying out for a team.

Advance Planning (3 minutes)

Tell the students, "Tomorrow we'll discuss decisions that you have made. Who can think of a decision that he or she made in the last two days or so?" Discuss a few examples, asking questions such as, "How did you make the decision?" and "How do you feel about the decision; that is, was it a good or bad decision?"

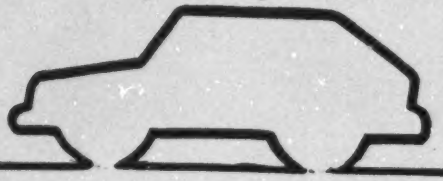
For Discussion

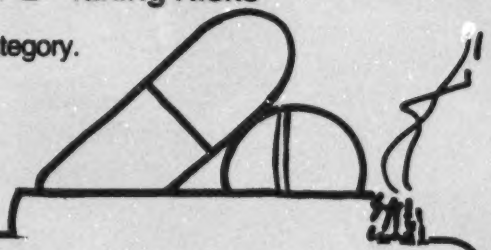
"What kinds of people take risks?"

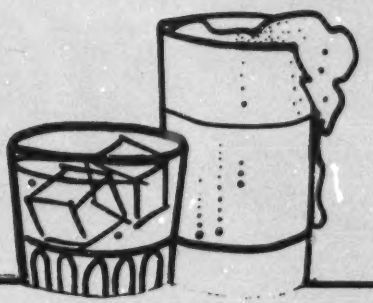
1ST DAY

WORK SHEET 1 Taking Risks

Write in as many risks as you can think of for each category.







2ND DAY

Choices, Influences, and Decisions

Purposes

To introduce the influencing factors on which subsequent activities are based and to offer the students an opportunity to practice using the decision-making steps outlined in the unit theme

Objectives

Teacher

- ☐ Through class discussion assess the students' comprehension of the concept of choice as it applies to risk-taking situations.
- ☐ Through observation of the students' performance in classroom exercises, assess the students' comprehension of the four-step decision-making process outlined in the unit theme.

Students

- ☐ Apply the four influencing factors identified in the unit to real-life situations.
- ☐ Practice using the decision-making steps outlined in the unit theme.

Materials

Copies of Material Sheet 1 and Work Sheets 2 and 3

Warm-up (2 minutes)

Ask the students, "Who *had* to do something today that he or she didn't want to do? Anything at all?" Accept three or four responses. Then rephrase the question by saying, "Who *made somebody* in this class do something today, and what was it?" Accept three or four more answers. The point should clearly emerge that all of us have to do things every day that we do not want to do and that we have little or no choice about.

Directions for Main Activity

1. (5 minutes)

Ask for a volunteer to paraphrase the basic theme of the unit in a few words — for example, "People should learn how to make decisions about the risks they take." Explain that risk taking is almost always a voluntary action; i.e., people *choose* to take risks. Tell the students, "One of the main purposes of the unit is to provide some understanding about the way people make decisions when they take risks. Four main influences have been identified." Write each one on the chalkboard as you introduce it. Give a brief explanation, as in the following example:

- ☐ Family. This is the most important influence on children as they are growing up, and it continues to be an important influence in many people's lives. Often people in their early teens are beginning to become independent of their families, however.
- ☐ Peers. This is another way of describing your friends, kids your own age, kids you see in school and spend time with after school. At your age your peers tend to be the most important influence in your life.
- ☐ Advertising. Advertisements, especially the commercials you see on television, make you want to buy things or do things or behave in certain ways. We're all influenced by advertising, even if we try not to be.
- ☐ Laws. We all have to obey the law, so most of us are influenced by laws whether we like it or not. In fact, almost anything you could name is influenced by one law or another. For young people who are beginning to think about getting a driver's license, the traffic laws are particularly important.

Ask for any questions about the four influences. Probe with questions like "Which one do you think is the most important for you?" or "Which one influenced a particular choice that you made today?" Give the students an opportunity to suggest other influences that may also be important. Make it clear, however, that these four have been singled out, since they are generally considered to be four of the strongest influences in choices about risk-taking among youth.

2. (20 minutes)

Hand out Work Sheet 2. Tell the students to respond to only the first two columns on the Work Sheet, indicated by choice or no choice. Then survey the class for similarities and differences about which items are usually a matter of choice. After the discussion tell the students to mark the appropriate boxes which represent the factors most likely to apply to themselves. If a student believes that none of the factors listed is appropriate, then the student is to mark the box in the "Other" column. Allow time for completion of this task. Then continue the discussion by referring to the four factors.

2ND DAY

3. (25-40 minutes)

Tell the students, "I asked you yesterday to think about a situation in which you made a decision. Who can tell me about some decisions that he or she made in the last two days or so?" Note examples on the chalkboard. Remind the students of the four decision-making steps outlined earlier (page x):

- ☐ Determine whether a decision involves a risk or not.
- ☐ Determine the possible consequences of taking the risk.
- ☐ Consider factors such as who will be affected by the risk, why you want to take the risk, and what else you need to know before you make your decision.
- ☐ Decide.

Encourage the students to practice the decision-making steps in relation to the situations listed on the chalkboard. If necessary, provide examples, such as the following:

A simple decision: Bob has to decide what to wear to the school dance.

- ☐ *Does the decision involve a risk?* Yes. Bob might decide to wear the "wrong" thing and feel foolish because he arrived at the dance dressed inappropriately.
- ☐ *What are the possible consequences of taking the risk?* Unless he gives the decision careful thought, Bob might wear the wrong thing and be embarrassed.
- ☐ *Who will be affected by the risk?* Bob. *Why does he want to take the risk?* He wants to go to the school dance. *What else does he need to know before making his decision?* He needs to find out what the other kids going to the dance will be wearing, or what kind of dance it is; i.e., formal or informal. He calls a friend and discovers that the theme of the dance is country and western music.
- ☐ He decides to dress very informally, in blue jeans and a plaid shirt.

A more serious decision: Joan, a seventeen-year-old friend of Mary's, has had too much beer to drink at a party on Saturday night. She tells Mary that she feels fine and that she'll drive Mary home, since they came to the party together. Mary doesn't have a driver's license and doesn't know how to drive. What should she do?

- ☐ *Does the decision involve a possible risk?* Definitely. By insisting on driving, Joan risks having an accident. By going along with Joan, Mary might be physically hurt.
- ☐ *What are the possible consequences of taking the risk?* Joan might not have an accident, and everything could go all right. On the other hand, Joan might lose control of the car.
- ☐ *Who will be affected by the risk?* Joan, Mary, and their parents and friends, among many others. *Why does Mary want to take the risk?* She needs a ride home. *What else does Mary need to know before making her decision?* She needs to find out if someone else could drive both her and Joan home and whether there is any alternative to Joan's driving the car.
- ☐ Mary decides not to go if Joan insists on driving the car. Either someone else will have to drive, or Mary will not go with Joan until she has taken a long time to "sober up."

The students may practice using the decision-making steps in small groups and then report their decisions to the class.

Advance Planning (2 minutes)

Hand out Work Sheet 3. Tell the students that the first part of the assignment is to complete the work sheet to the best of their ability before tomorrow's lesson. The work sheet will be collected, but not graded. Tell the students, "The second part of the assignment is to study Materials Sheet 1 and be prepared with questions about any parts of the materials sheet that you want to ask in class."

For Discussion

"What event do you think made an important change in your life? Who or what controlled or influenced the event?"

Notes

2ND DAY

MATERIALS SHEET 1 Facts About Alcohol

What Is Alcohol?

Contrary to popular belief, the alcohol used in alcoholic beverages is a drug. Even though it may initially make people feel "light," it is a depressant (pills that are depressants are often called "downers"), and this means that it can slow down all your body functions.

What Does It Do?

Alcohol is absorbed into the body very quickly, but the liver, which "burns it up," works at a much slower rate than the rate at which alcohol can be absorbed. One-half to 1 ounce an hour is the amount that the liver can burn up. This is the equivalent of a little less than the average drink of beer (12 ounces), wine (5 ounces), or hard liquor (1½ ounces).

Alcohol affects different people in different ways. One person at a party might drink one drink and get intoxicated (drunk), while another might drink all night and never show any signs of being intoxicated. Four of the most important factors that determine the effects of alcoholic beverages are:

- ☐ Your body weight
- ☐ The amount of alcohol you drink
- ☐ The amount of time in which you drink it
- ☐ Your previous experiences with alcohol drinking; i.e., the extent to which you are accustomed to drinking alcoholic beverages

Usually a 250-pound person will be able to "hold" three drinks in an hour much better than a 120-pound person. Although not a certain means, one of the best ways to avoid getting drunk is to drink alcoholic beverages *very slowly*.

Getting Intoxicated

Other factors can affect the degree to which you will become intoxicated if you drink. Your mood and whether or not you are physically tired can affect how you will react. The more and the faster you drink, however, the more likely it is that you will become intoxicated. At first you may feel "high." If you keep drinking, you will have trouble thinking clearly, and you may not be able to see clearly, walk steadily, or perform other basic physical functions. People who are often intoxicated may experience "blackouts," temporarily forgetting who and where they are, and even falling down, completely out of control.

Sobering Up

People often say that black coffee and showers will help to sober up an intoxicated person. This is completely untrue. The only thing that can sober someone up is time — usually several hours during which the alcohol will be burned up, and the alcohol content of the blood will diminish.

Blood Alcohol Content

Blood alcohol content (BAC) refers to the amount of alcohol that has been absorbed into the bloodstream. Generally, people who have over .05 percent BAC are affected enough so that it would be dangerous for them to drive a car. A person is considered intoxicated if he or she has a BAC of .10 percent or more. People with the same percentage of BAC may behave in entirely different ways, however. A high BAC does not necessarily mean that a person will appear to be intoxicated.

MATERIALS SHEET 1 Facts About Alcohol (continued)

Beer, Wine, and Hard Liquor

Normal servings of beer (12 ounces), wine (5 ounces), and hard liquor (1½ ounces) are nearly identical in their alcohol content. Some people think that it is impossible to get drunk on beer and wine, but this is untrue. However, most people do tend to drink beer and wine more slowly than they might drink hard liquor.

The category of hard liquor includes a wide variety of alcoholic beverages, such as whiskey, vodka, gin, rum, and brandy. These beverages are much higher in their alcohol content than beer or wine. The content is designated on the bottle by the "proof" number, which is twice the percentage of alcohol. A beverage that is 90 proof, for example, consists of 45 percent alcohol.

Alcoholic beverages are fattening because they contain calories. However, they have no real value as food.

It is illegal for a person under the age of 21 to purchase alcoholic beverages in California. Nevertheless, alcohol is frequently used among teenagers, many of whom have tried alcohol by the age of 13, even though it is illegal for them to purchase alcoholic beverages.

Why Do People Become Intoxicated?

One of the reasons that people become intoxicated is that they don't know some of the things you've been reading here. Many people think they know how to "hold their liquor," but they have no sense of how many drinks in an hour might make them intoxicated. People drink to get high because they enjoy that feeling — a great deal of the drinking that people do in America is on social occasions. This can often lead to intoxication. Many people who frequently become intoxicated, causing harm to themselves or others, started out by simply enjoying social drinking without experiencing any serious problems.

What Kinds of People Become Problem Drinkers?

It is difficult to say exactly who will become a problem drinker. Some experts believe that drinking problems are inherited. People who are particularly unhappy or frustrated in their daily lives may become problem drinkers. People who need to take a drink in order to feel more comfortable or confident often become problem drinkers.

What Kinds of Problems Can Alcohol Lead To?

The problems resulting from alcohol drinking are numerous. Individuals may experience serious physical problems if they drink a great deal over a long period of time. Alcohol can affect the liver, the heart, and the brain. A common disease of people who drink too much is cirrhosis of the liver, in which the liver gradually deteriorates.

People who drink too much often have serious problems at home and work. A very high percentage of violent crimes are commited by people who have been drinking.

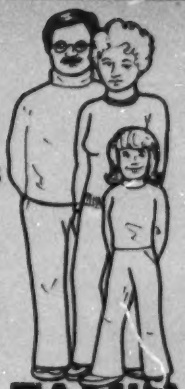
Alcohol is involved in nearly half of the deaths on the nation's highways.

The costs of alcohol-related problems — including job problems, traffic accidents and fatalities, health care, and a wide variety of related costs — are somewhere around $40 billion every year. An estimated 10 million people in the United States have serious drinking problems.

2ND DAY

WORK SHEET 2 Choices

Put a check mark in the appropriate box to indicate which items you usually do or do not have choices about. Check the box of the influencing factor that you think is most important for that item (family, peers, advertising, laws, other).



		CHOICE	NO CHOICE	OTHER	FAMILY	PEERS	ADVER-TISING	LAWS
1.	A record I buy	☐	☐	☐	☐	☐	☐	☐
2.	The clothes I wear	☐	☐	☐	☐	☐	☐	☐
3.	The food I eat at home	☐	☐	☐	☐	☐	☐	☐
4.	The food I eat at school	☐	☐	☐	☐	☐	☐	☐
5.	The snacks I buy	☐	☐	☐	☐	☐	☐	☐
6.	Where I live	☐	☐	☐	☐	☐	☐	☐
7.	The classes I take in school	☐	☐	☐	☐	☐	☐	☐
8.	The teachers who teach my classes	☐	☐	☐	☐	☐	☐	☐
9.	When I'll be able to drive a car	☐	☐	☐	☐	☐	☐	☐
10.	Whether I will drink and drive	☐	☐	☐	☐	☐	☐	☐
11.	Whether I will smoke cigarettes	☐	☐	☐	☐	☐	☐	☐
12.	My favorite brand of soft drink	☐	☐	☐	☐	☐	☐	☐
13.	The music I like	☐	☐	☐	☐	☐	☐	☐
14.	Whether I play music loud in my room at home	☐	☐	☐	☐	☐	☐	☐
15.	Where I go on vacations	☐	☐	☐	☐	☐	☐	☐
16.	The kinds of people I choose as friends	☐	☐	☐	☐	☐	☐	☐

2ND DAY

WORK SHEET 3 What I Know About Alcohol, Other Drugs, and Traffic Safety

	AGREE	DISAGREE	UNDECIDED
1. Alcoholic beverages contain a powerful drug	☐	☐	☐
2. People should never take risks.	☐	☐	☐
3. The most important factors in determining whether a person will become intoxicated are how much the person weighs, how many drinks he or she has, and the time in which he or she consumes the drinks.	☐	☐	☐
4. If you know what influences your behavior, you might choose to behave differently.	☐	☐	☐
5. Laws are always made in order to protect all people.	☐	☐	☐
6. Bicyclists should always ride in the direction that traffic moves.	☐	☐	☐
7. Most people think independently enough so that they aren't greatly influenced by their friends or peers.	☐	☐	☐
8. A pedestrian who stays on the sidewalk can't get hurt.	☐	☐	☐
9. A person is intoxicated if his or her blood alcohol content is .10 percent or more.	☐	☐	☐
10. The passenger in a vehicle, not just the driver, has a responsibility for traffic safety.	☐	☐	☐
11. Barbiturates and depressants are the same thing.	☐	☐	☐
12. People learn a lot about alcohol drinking from their family's habits and drinking patterns.	☐	☐	☐
13. There is a law against advertising products that might be dangerous or unhealthy.	☐	☐	☐
14. Normal servings of beer, wine, and hard liquor contain about the same amount of alcohol.	☐	☐	☐
15. A person who rides a motorcycle without wearing a helmet is not taking a serious risk.	☐	☐	☐
16. There is no longer a penalty for possessing marijuana in California.	☐	☐	☐
17. Most people drink alcohol just to have a good time and don't have serious problems as a result.	☐	☐	☐
18. Knowing about traffic safety means knowing how to drive a car.	☐	☐	☐

3RD DAY

"INTOXICATION": A GAME BASED ON FACTS ABOUT ALCOHOL

Purpose

To introduce basic factual information about alcohol and alcohol drinking in a way that will increase the students' interest in the game

Objectives

Teacher

- ☐ Explain the game clearly and mediate disagreements about interpretations of the rules.
- ☐ Assess the extent to which the students learn facts about alcohol by observing their participation in the game.

Students

- ☐ Demonstrate, through playing the game "Intoxication," a comprehension of basic facts about alcoholic beverages and drinking.

Materials

Copies of Materials Sheets 2, 3, and 4; Work Sheets 3 and 4; scissors; and paste (Note: Before the lesson the teacher may wish to take time for the students to prepare game materials by pasting them on cardboard so that they may be used again with other classes.)

Warm-up (5 minutes)

Collect the work sheets handed out as yesterday's "Advance Planning" assignment. Tell the students that they will have an opportunity to review the work sheets again at the end of the unit. Keep the work sheets. Explain that the work sheets will be used to assess two important factors that contribute to people's behavior in relation to alcohol, other drugs, traffic safety, and risk taking: knowledge and attitudes. Ask the students, "Which do you think is more important in determining your behavior — what you know or how you feel (knowledge or attitudes)?" Explain that the answer to this question might vary according to the circumstances. Example of "what you know": "More than three drinks in one hour will usually make a person my size and weight intoxicated." Example of "what you feel": "I can always hold my liquor."

Directions for Main Activity

1. (10 minutes)
Prepare to play the game "Intoxication" by handing out copies of the materials sheets and work sheets. Note that the game may be played in either large or small groups. If the game is played in small groups, each group will need a set of "alcohol facts" cards. Tell the students that each one will have his or her personal game board; i.e., no two game boards will be alike. Each student cuts out the nine "Game board squares" and pastes six of them on the spaces marked by a "Paste square here" on the game board, beginning with the space to the right of "Start" and moving around the board. The students should not look at the squares before choosing them. After pasting the squares on the board, each student makes a personal marker out of a slip of paper with his or her name written on it.

2. (5-10 minutes)
Read a few questions from the "Intoxication" fact cards (Materials Sheet 4). Allow time for discussion of these and questions related to the "Facts About Alcohol" materials sheet distributed as yesterday's "Advance Planning" assignment.

3. (20-30 minutes)
To play the game, either the teacher or a group leader reads one fact card at a time. In response to the card, each student marks the answer that he or she thinks is correct on his or her work sheet. Then the teacher or group leader reveals the correct answer and the number of spaces that players with correct answers may move. (Both of these are on the back of the card.) The teacher or group leader should always say the letter of the fact card, and each student should record this on his or her work sheet in order to keep an accurate record of his or her moves. In some cases players receive lucky "bonus" moves. In others, again through luck, players are penalized. The first player in the group who moves all the way around the board to "Start" wins the game. Each winner's moves should correspond to the notes on his or her work sheet.

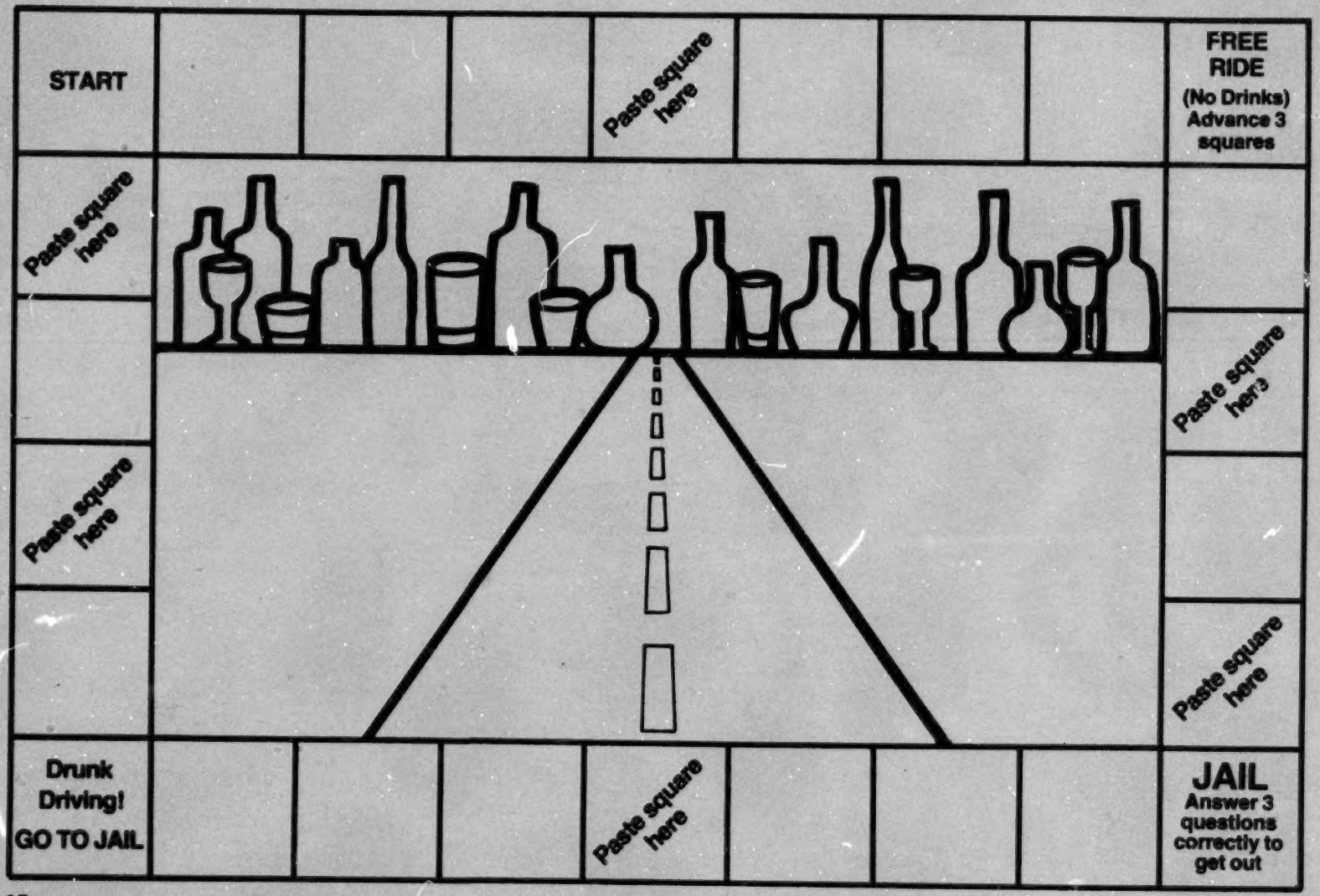
4. (3 minutes)
After the game is over, ask the students, "What are some of the things you learned about alcohol and drinking through this game?"

For Discussion

"Alcohol drinking is one of the most serious health problems in our nation. Why do you think this is so?"

3RD DAY

MATERIALS SHEET 2 "Intoxication" Game Board



12

3RD DAY

MATERIALS SHEET 3 Individual Game Board Squares

Cut out these squares and shuffle them. Then, without looking, choose one square at a time, and paste each square on a game board square marked "Paste square here," beginning with the one to the right of "Start" and moving around the board until all the "Paste square here" spaces are filled.

Advance 1 Space	Answer one question correctly or go back 1 space	**Drunk Driving** Answer 2 questions correctly or go back to Start	Advance 3 Spaces	Blood alcohol content over .05 percent — Answer 1 question correctly or go back 5 spaces.
Advance 2 Spaces	Answer two questions correctly or go back 2 spaces	**Go To Jail** Answer 3 questions correctly to get out	Answer three questions correctly or go back 3 spaces	

3RD DAY

MATERIALS SHEET 4 "Intoxication" Fact Cards

This sheet consists of "Intoxication" fact cards. Fold the blank sides together, and paste.

Card A:
Blood alcohol content refers to:
1. The normal level of alcohol in a person's blood
2. The percentage of alcohol in the blood after a person has drunk an alcoholic beverage
3. An automobile accident in which the driver was drinking too much

Answer: 2
Advance 3 spaces

Card B:
Beer does not contain alcohol. True or false?

Answer: False
Advance 1 space

3RD DAY

MATERIALS SHEET 4 "Intoxication" Fact Cards (continued)

This sheet consists of "Intoxication" fact cards. Fold the blank sides together, and paste.

Card C:
After a great deal of drinking, alcoholic beverages make a person "high" by speeding up his or her system. True or false?

Answer: False
(Alcohol is essentially a depressant; it slows down a person's system.)
Advance 2 spaces

Card D:
Because alcohol contains calories, it can be a substitute for food in emergency situations. True or false?

Answer: False
(The calories in alcohol contain no nourishment.)
Advance 1 space

Card E:
In California it is legal to drink at the age of 19. True or false?

Answer: False
Advance 1 space

Card F:
Which of the following contains the greatest amount of alcohol?
1. A 5-ounce glass of wine.
2. A shot of hard liquor (1½ ounces).
3. A 12-ounce can of beer.
4. They all contain about the same amount.

Answer: 4
Advance 3 spaces

Card G:
A tall heavy person and a short light person will usually be affected the same way by a can of beer. True or False?

Answer: False
(Usually they will be affected differently.)
Advance 2 spaces

Card H:
Alcohol helps to relax people and therefore solves a lot more problems than it causes. True or False?

Answer: False
Advance 1 space

Card I:
Factors that contribute to whether a person gets drunk or not are:
1. The person's weight
2. The amount of alcohol he or she consumes within a given period of time
3. The person's mood
4. The person's previous use of, and experiences with, alcoholic beverages
5. All of the above

Answer: 5
Advance 2 spaces

Card J:
If someone says that he or she feels capable of driving after several drinks, it's usually okay for that person to drive.
1. True.
2. False.
3. It depends on the person's weight, how long he or she has been drinking, and how accustomed he or she is to drinking alcoholic beverages.

Answer: 3
Advance 3 spaces

Card K:
The best way to get a person to sober up fast is to:
1. Get him or her to take a cold shower.
2. Give him or her lots of black coffee.
3. There is no fast way to sober up; all the person can do is wait.

Answer: 3
Advance 3 spaces

3RD DAY

MATERIALS SHEET 4 "Intoxication" Fact Cards (continued)

This sheet consists of "Intoxication" fact cards. Fold the blank sides together, and paste.

Card L:
If you are convicted of driving while intoxicated (DWI), which of the following things can happen?
1. Have license suspended.
2. Have license revoked (for individuals with a record of previous convictions).
3. Be sent to jail.
4. Be given a stiff fine.
5. Be sent to a special school for drivers who drink.
6. All of the above.

Answer: 6
Advance 2 spaces

Card M:
One of the most important things about drinking alcoholic beverages is:
1. Knowing how alcohol affects you; knowing your limits
2. Knowing which are the best brands of alcoholic beverages
3. Knowing the proper occasions for beer or other alcoholic beverages

Answer: 1
Advance 1 space

Card N:
Drunk drivers can endanger pedestrians by:
1. Losing control of their vehicles
2. Making unpredictable turns without signaling
3. Hitting them
4. All of the above

Answer: 4
Advance 1 space

Card O:
A person is usually considered intoxicated when his or her blood alcohol content has reached:
1. .04 percent
2. .08 percent
3. .10 percent

Answer: 3
Advance 2 spaces

Card P:
Alcohol can cause the following physical problems:
1. Measles
2. Cirrhosis of the liver
3. Mononucleosis

Answer: 2
Advance 2 spaces

Card Q:
The following aspects of a person's functioning can be affected by alcohol:
1. Vision
2. Judgment
3. Emotions
4. All of the above

Answer: 4
Advance 1 space

Card R:
It's impossible to get drunk on wine. True or false?

Answer: False
Advance 1 space

Card S:
Most people who try alcohol have done so by the age of 13. True or false?

Answer: True
Advance 1 space

Card T:
Which one of the following is a fair estimate of the number of people affected by serious alcohol-related problems in America?
1. 1 million
2. 3 million
3. 10 million

Answer: 3
Advance 2 spaces

3RD DAY

WORK SHEET 4 "Intoxication" Record Sheet

Move number	Fact card	Answer number	Number of spaces moved	Number of fact cards used to get out of situation

4TH DAY

HOW MUCH IS TOO MUCH?

Purpose

To make the students aware that family influences, among others, may suggest different standards about how much alcohol is too much — and when

Objectives

Teacher

- ☐ Foster an open, nonjudgmental discussion of students' opinions about how much is too much.
- ☐ Relate today's lesson to the facts conveyed in yesterday's lesson as much as possible.

Students

- ☐ Analyze "How much is too much?" in relation to several different situations involving alcoholic beverages, and describe the ways in which families influence their opinions.

Materials

Copies of Materials Sheet 5 and Work Sheet 5

Warm-up (5 minutes)

Ask the students, "How many people have ever seen someone drunk?" (Ask for a show of hands.) "When do people get drunk? Let's have as many suggestions about situations in which people get drunk as we can think of." List suggestions on the chalkboard. Then, referring to each of the situations in turn, ask, "How do you know if someone is drunk? How does that person behave? What risks do people take when they drink too much?"

Directions for Main Activity

1. (15 minutes)
Hand out Work Sheet 5. Explain that sometimes how much one should drink is determined by the situation or context in which alcoholic beverages are consumed. Alcoholic beverage drinking in the family can be a particularly important influence on people's views of what kind of drinking is appropriate, *if any*, and how much is too much. The work sheet is an exercise in thinking about a variety of situations involving drinking. Allow time for the students to fill out the work sheet, either individually or in small groups. Then, taking each item on the work sheet one at a time, discuss where on the continuum the students placed each one. Tell the students, "We've been talking about one way of defining 'how much is too much,' or excessive drinking. Who can describe another entirely different way that we discussed during yesterday's lesson?" Encourage the students to give answers that refer to the combination of individual size and weight, amount of alcohol consumed, time, and experience with drinking. Emphasize that there is no precise mathematical formula for determining how much is too much for any one person — that people who decide to drink must "learn their limits."

2. (5-10 minutes)
Ask the students to suggest other situations involving possible risks related to family events that could be added to the list on the work sheet. These need not involve alcoholic beverage drinking. Write the suggestions on the chalkboard, and discuss where on the continuum the students would place each one. Examples:

- ☐ Family situation: Driving on a freeway in the family car
- ☐ Behavior: Everyone except the driver playing a game that involves physical activity
- ☐ Family situation: Vacationing in the mountains
- ☐ Behavior: Climbing a steep rock

Advance Planning (3 minutes)

Hand out Materials Sheet 5. Tell the students, "The assignment is to study Materials Sheet 5 and be prepared with questions that you want to ask in class about any parts of the materials sheet."

For Discussion

"We've been talking about two important influences on people's drinking behavior: families and information about the effects of alcoholic beverages. Which influences do you think might be most important to different kinds of people in different situations?"

4TH DAY

MATERIALS SHEET 5 Facts About Drugs Other Than Alcohol

What Are Drugs?

A drug is anything that you can eat, drink, inhale, or take into your body in some other manner and that will alter the way your mind and body function. Some drugs are medicines and are used primarily to help people recover from mental or physical diseases or disorders. Other drugs are used primarily for nonmedical reasons. Any drug used for nonmedical reasons, without a doctor's supervision, can be a dangerous and risky substance. People's reactions to most drugs vary greatly, depending on the individual, the drug, and the circumstances in which the drug is taken.

Over-the-Counter Drugs

A great many drugs can be purchased without a prescription. These are called "over-the-counter" drugs. They include aspirin, cough syrups, cold tablets, mild sleeping pills, pills with caffeine (the drug found in coffee) to keep people awake, and similar substances. The fact that these drugs are so easy to buy does not mean that they are entirely harmless. An overdose of aspirin can be serious, even fatal. Too much antihistamine, a drug commonly found in cold tablets, can impair one's senses and judgment; this could be dangerous if the user drives a car or uses machinery after taking the drug. Over-the-counter drugs carry warning labels about the hazards of using them or instructions about recommended usage.

Cigarettes and Alcohol

Two of the most commonly used drugs in the United States are also among the most dangerous. You have already studied about alcohol in another lesson in this unit. Alcohol, an addictive (habit-forming) drug, is responsible for more deaths, traffic accidents, and other problems than any other drug available. Cigarettes contain an addictive drug called nicotine. They also contain other substances that have been linked with lung diseases and cancer. Teenagers and people in their twenties tend to smoke cigarettes more than any other group in the general population.

Stimulants and Depressants

The brain and the spinal column in humans are called the "central nervous system." These are the parts of the body that send out all the messages to the other parts — telling the limbs how and when to move, for example, and controlling other physical functions such as vision, hearing, taste, and reflexes. "Stimulants" are drugs that speed up the central nervous system. They may make you breathe fast, or they may make you feel excited and "wired." Depressants slow down the central nervous system. They make you feel drowsy and calm.

Amphetamines ("Speed")

Amphetamines are stimulants. Often they are sold under prescription as diet pills. Some people use them, with a doctor's prescription, to keep awake in special situations such as night jobs. One of the dangers of amphetamines is that the more a person takes them, the more he or she builds up a "resistance" — that is, he or she will need greater and greater amounts of the drug to get the same original effect. After taking large doses of amphetamines, people often experience great mental and physical pain as they "come down" or "crash" from an amphetamine "high."

MATERIALS SHEET 5 Facts About Drugs Other Than Alcohol (continued)

Barbiturates ("Downers," "Reds")

Barbiturates are depressants and have effects that are opposite to those of amphetamines. After taking a barbiturate, the user becomes drowsy and calm as the central nervous system slows down. Many people use barbiturates, under a doctor's prescription, as sleeping pills. When mixed with alcohol, barbiturates have increased effects that can lead to severe physical reactions and even death.

Tranquilizers

Tranquilizers, which many people take to calm the effects of nervousness or anxiety, are the biggest-selling drugs made in this country. They cannot be purchased without a prescription.

Hallucinogens

Hallucinogens are known primarily for their ability to alter the user's perceptions. LSD, PCP and (often) marijuana are hallucinogens. So are peyote, psilocybin, and mescaline. The effects of hallucinogens vary greatly from one individual to another. These drugs can produce either a "high" or a deep depression, depending on the frame of mind of the user.

Cocaine

Cocaine is a very expensive drug that is usually taken in the form of a white powder and sniffed. It produces a "high" similar to that of an amphetamine. Continued "snorting" of cocaine can seriously irritate and damage the nose and upper mouth.

Narcotics

The narcotic that has received the most attention in the United States is heroin, a strong addictive drug. Because heroin addicts experience severe physical pain if they are unable to obtain regular quantities of the drug, many addicts become "slaves to the habit." Narcotics have long been associated with crime. Since they are illicit drugs, those who sell them are criminals by definition, and those who buy them frequently engage in crime in order to "support" their habits. Other narcotics include morphine and opium. These, too, are addictive substances.

Street Drugs

Almost any drug that a person buys "on the street" is a dangerous substance. Without careful laboratory analysis, it is impossible to know what a "street drug" contains.

Drugs and the Law

The sale and possession of drugs are governed by laws. Some of the most important laws pertaining to the drugs mentioned here are:

- ☐ It is illegal to use prescription drugs for nonmedical reasons.
- ☐ It is illegal to sell or possess narcotics.
- ☐ Possession of 1 ounce or less of marijuana is punishable by a maximum fine of $100; however, possession of 1 ounce or less is now considered a misdemeanor, not a felony (major crime), in California.

MATERIALS SHEET 5 Facts About Drugs Other Than Alcohol (continued)

Drugs and Driving

Almost any drug can impair a driver's physical and mental functioning to some extent and should therefore be used carefully by any person who plans to drive after taking it. Marijuana and alcohol tend to be the drugs used most frequently by young people, and both of these drugs can radically alter a driver's perceptions, judgment, and ability to react.

Drug Addiction

There are many different kinds of drug addiction. Many drugs are *physiologically habit-forming* — that is, using them creates a craving in the user's body for more. These drugs include alcohol, heroin and other narcotics, tobacco, and caffeine.

Other drugs may be *psychologically habit-forming* — that is, the user gets used to the feelings created by the drug and begins to feel that he or she needs the drug.

Addiction may often be *both* physiological and psychological.

Notes

4TH DAY

WORK SHEET 5 How Much Is Too Much?

Each of the **FAMILY SITUATIONS** below represents two extremes in a given situation, ranging from appropriate to inappropriate. For each **FAMILY SITUATION** place the letter that identifies each **DRINKING BEHAVIOR** listed below where you think it belongs on the line.

FAMILY SITUATIONS	Appropriate (acceptable)						Inappropriate (inacceptable)	
Thanksgiving dinner								
Seder (Jewish ceremony with wine)								
Family at a restaurant								
Family at holy communion (ceremony with wine)								
Family wedding								
Family on a picnic before driving home								
Family driving in car								
Family walking on sidewalks								

DRINKING BEHAVIORS

A. Ten-year-old drinks a glass of wine.
B. Five-year-old drinks a shot of whiskey.
C. Five-year-old drinks a glass of wine.
D. Fourteen-year-old drinks a can of beer.
E. Twelve-year-old takes just one sip of wine.
F. Five-year-old takes just one sip of wine.
G. Thirty-five-year-old drinks four cans of beer.
H. Thirty-five-year-old drinks five shots of whiskey within one hour.

5TH DAY

"DYNE-O-MYTE": A GAME BASED ON FACTS ABOUT DRUGS OTHER THAN ALCOHOL

Purpose

To introduce basic factual information about drugs other than alcohol in a way that will increase the students' interest in the activity

Objectives

Teacher

☐ Assess, through observation, the extent to which the students learn and remember the factual information conveyed in the game.

Students

☐ Demonstrate, through playing the game "DYNE-O-MYTE," a command of basic facts about drugs other than alcohol.

Materials

Copies of Materials Sheets 5 and 6 and Work Sheet 6

Warm-up (5-7 minutes)

Ask the students, "Who can define the word 'drug'?" Foster discussion of this question until the students have narrowed the definition down to reasonable accuracy. (See the following definition.) "A drug is any substance that can be ingested or taken into the body — by eating, drinking, inhaling, or other means — and that produces noticeable changes in the individual's physical, psychological, or emotional functioning." Either write the following list on the board, or read it aloud, asking whether each item in turn contains a drug or not. In the following list, those items that are drugs or that contain drugs are indicated by an asterisk. Note: There is room for discussion about some.

A. Chocolate bars
B. Chewing gum
* C. Heroin
* D. Marijuana
* E. Alcoholic beverages
* F. Tea (caffeine)
* G. Coffee (caffeine)
* H. Tobacco (cigarettes — nicotine)
* I. Aspirin
J. Ice cream
* K. Amphetamines
* L. Cough syrup

Ask for volunteers to add others to the list.

Directions for Main Activity

1. (5-10 minutes)
Read a few questions from the "DYNE-O-MYTE" fact cards (Materials Sheet 6). Allow time for discussion of these and questions related to the "Facts About Drugs Other Than Alcohol" materials sheet distributed as yesterday's "Advance Planning" assignment. Emphasize that alcohol is a drug, that it is often distinguished from "other drugs" because of its licit nature and widespread use.

2. (20-30 minutes)
Divide the class into four teams, and introduce the game "DYNE-O-MYTE." Note: The game can also be played in small groups, in which case each group will need a set of cards from Materials Sheet 6. The objective is to reach the "O" at the center of the "DYNE-O-MYTE" diagram first. Draw the diagram on the chalkboard as follows:

D
Y
N
E
-
DYNE-O-MYTE
-
M
Y
T
E

5TH DAY

Each team begins at one of the outermost letters of the diagram. Each time a member of that team responds correctly to one of the questions or statements on the "Drug Facts" cards, the team crosses out one letter, and "moves" farther in toward the center of the diagram. The first team to reach the center wins. Since a team can win a game in a relatively short time, the teams may wish to play several games in order to see which team wins a "match." Note: While there is room for discussion about many of the answers to the "Drug Facts" cards, the recommended answers are those that are most consistent with the information presented on Materials Sheet 5, "Facts About Drugs Other Than Alcohol."

3. (5-7 minutes)
After the game is finished, ask the students to think about the similarities and differences between the facts they have learned about alcoholic beverages and the facts they have learned about other drugs. Brainstorm these similarities and differences for a few minutes, write the brainstormed items on the board, and discuss them.

Advance Planning (2 minutes)

Tell the students that tomorrow the class will be discussing the influence of peers on risk-taking behavior. The assignment is to respond to Work Sheet 6, which contains a description of a peer-oriented situation. Only those who volunteer will be called on to discuss their answers in class. Hand out Work Sheet 6.

For Discussion

"What is the connection between facts about alcohol and other drugs and the basic goal of the unit?" (See page x.)

Notes

MATERIALS SHEET 6 "DYNE-O-MYTE" FACT CARDS

This sheet consists of "Dyne-O-Myte" fact cards. Fold the blank sides together, and paste.

Card A:
Which of the following is not a drug or does not contain drugs?
1. Aspirin
2. Salt
3. Whiskey
4. Beer
5. Marijuana

Answer: 2

Card B:
Which of the following body functions can be affected by a drug?
1. Perceptions
2. Emotions
3. Balance
4. Judgment
5. Speed of reaction
6. All

Answer: 6

Card C:
A depressant is a drug that:
1. Slows down the central nervous system
2. Makes people sad
3. Makes people feel dreamy and high
4. Helps people calm down

Answer: 1

Card D:
A stimulant is a drug that:
1. Gives people the giggles
2. Speeds up the central nervous system
3. Gives people the "munchies"
4. Usually leaves people feeling worse after its effects wear off

Answers: 2 and 4

Card E:
The specific effects of almost any drug are impossible to determine because they will vary from one individual to another. True or false?

Answer: True

Card F:
In California it is not a crime to possess one ounce of marijuana. True or false?

Answer: False. (It is a misdemeanor punishable by a $100 fine.)

Card G:
Which of the following, when taken with alcohol, can cause much more serious effects than either one taken alone?
1. Amphetamines
2. Barbiturates
3. Tranquilizers

Answer: 2

MATERIALS SHEET 6 "DYNE-O-MYTE" FACT CARDS (continued)

This sheet consists of "Dyne-O-Myte" fact cards. Fold the blank sides together, and paste.

Card H:
"Barbiturate" is a synonym for:
1. Stimulant
2. Depressant
3. Tranquilizer

Answer: 2

Card I:
The most commonly sold prescription drugs are:
1. Amphetamines
2. Barbiturates
3. Tranquilizers
4. Aspirins

Answer: 3

Card J:
Since amphetamines, barbiturates, and tranquilizers are prescription drugs, anyone who takes them is within the law. True or false?

Answer: False
(Nonmedical use of these drugs is illegal.)

Card K:
Cocaine can cause serious damage to the:
1. Brain
2. Arms
3. Eyes
4. Nostrils
5. Central nervous system

Answer: 4

Card L:
The biggest danger of buying a drug "on the street" is that:
1. It might not get you high.
2. The person who sold it to you might have "burned" you because there's nothing in it.
3. You have no way of knowing what's in it.
4. It might not be as strong as you were told.

Answer: 3

Card M:
It is against the law to grow marijuana plants in a window box. True or false?

Answer: True

Card N:
Which of the following drugs are addictive; i.e., habit-forming?
1. Alcohol
2. Heroin
3. Cocaine
4. Marijuana
5. Nicotine (tobacco)
6. Caffeine (coffee)

Answers: 1, 2, 5, 6

61

62

5TH DAY

MATERIALS SHEET 6 "DYNE-O-MYTE" FACT CARDS (continued)

This sheet consists of "Dyne-O-Myte" fact cards. Fold the blank sides together, and paste.

Card O:
"Psychological dependence" means:
1. A psychologist told you to take a drug.
2. You get so used to the drug that you don't want to go without it.
3. You depend on the drug to feel good.

Answers: 2 or 2 and 3.

Card P:
For the most part, adults drink alcoholic beverages, and teenagers use other kinds of drugs (marijuana, pills, etc.). True or false?

Answer: False (Alcohol is the drug of choice among teenagers and youth.)

Card Q:
Smoking marijuana usually leads to heroin addiction. True or false?

Answer: False

Card R:
The drug abuser is anyone who:
1. Uses a drug
2. Uses a drug too much
3. Uses a drug in such a way that it causes harm to himself or herself and to others

Answers: 2 and 3

Card S:
Which drug is linked with more deaths and other losses each year than any of the others?
1. Heroin
2. Nicotine
3. Alcohol
4. Marijuana

Answer: 3

Card T:
Which of the following are narcotics?
1. Heroin
2. Opium
3. Morphine
4. Marijuana

Answers: 1, 2, 3

Card U:
Which of the following are usually classified as hallucinogens?
1. Marijuana
2. LSD
3. PCP
4. Peyote
5. Cocaine
6. Alcohol
7. Mescaline
8. Psilocybin

Answers: 1, 2, 3, 4, 7, 8

5TH DAY

WORK SHEET 6 My Peer Group

Write a brief answer to each of the following questions. Only those who volunteer will be asked to share their responses with the class.

1. I think that some of the positive, worthwhile things that my friends and I do together are _____

2. Once, a friend of mine wanted to get me into trouble with him or her by _____

3. I decided to _____

6TH DAY

THE "IN" CROWD

Purpose

To encourage the students to focus on both the positive and negative effects of peer groups

Objectives

Teacher

- ☐ Maintain a classroom atmosphere in which students with diverse viewpoints and peer group values will be able to discuss these viewpoints and values without being criticized or judged.

Students

- ☐ Compare and contrast the drinking and drug-taking habits and risk behaviors of different peer groups in different settings.
- ☐ Identify positive and negative effects that peer groups can have.

Materials

Copies of Work Sheets 7 and 8

Warm-up (5 minutes)

Explain that one thing peer groups strongly influence, particularly among teenagers, is appearance. Ask the students to think about themselves for about a minute and to notice things about their appearance that, in their opinion, might have been influenced by peers. After everyone has had sufficient time to consider this, allow time for discussion.

Directions for Main Activity

1. (5-10 minutes)
Ask volunteers to read aloud their responses to yesterday's "Advance Planning" assignment. If no one is willing to read the second part, collect the papers, and read aloud a few of their responses without identifying the author. Ask the students, "Which do you think peer groups among people your age influence more: positive or negative behavior?" Discuss.

2. (20 minutes)
Hand out Work Sheet 7. Before giving the students time to fill out the work sheet, make sure that everybody understands the categories that are described in it. Offer a few examples such as the following:

Group	*Substances*	*Activities*	*Risks*	*Places*
Snobs	Milk shakes	Surfing	Motorcycles	Concerts
"Heads"	Marijuana	Low riding	Drag races	Parks

Note: The students may not be able to think of an item for each category; filling in each category is less important than honestly stating one's perceptions of the values and behaviors of various peer groups. Allow time for completion of the first part of the work sheet, sharing, and discussion. Encourage the students to think about peer groups that are engaged primarily in positive activities, not just in negative activities.

3. (5-7 minutes)
Ask the students to complete the two incomplete sentences on Work Sheet 7. Allow time for writing, sharing, and discussion.

Advance Planning (2 minutes)

Hand out Work Sheet 8. Explain that tomorrow's lesson will focus on a variety of traffic safety situations in which the use of alcohol or other drugs, or other forms of risk-taking behavior, might have an important effect. The assignment is to think of at least one situation involving risk-taking behavior for each of the traffic safety categories described on the work sheet.

For Discussion

"Many authorities on adolescence have written that because young people in America have to stay in school for so many years (usually 12 years at least, but often as many as 20), teenagers are set off in a group by themselves, isolated from the rest of society. These experts believe that teenagers would be much better off if they went to work at earlier ages and shared much more of the world with adults. They also believe that the main effect of school on teenagers is to keep them separate from the real world and out of jobs. What is your opinion?"

6TH DAY

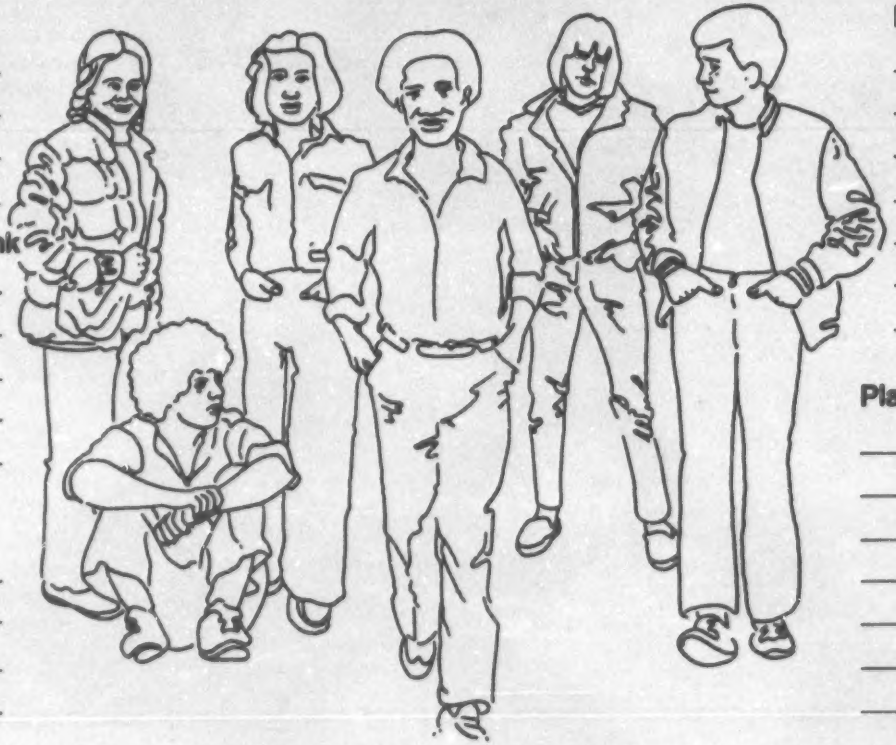
WORK SHEET 7 Groups That I Know Of

For each of the categories in the chart below, write in as many appropriate descriptions of a particular peer group as you can think of; do this for different groups you know about.

Group (Nickname, if any)

Substances They Use/Eat/Drink

Activities



Risks They Take

Places Where They Meet

1. The really neat kids in this school _____

2. The kids who **think** they're great, or want to be, _____

6TH DAY

WORK SHEET 8 Traffic Safety Risks

Listed below are five main categories of traffic safety awareness. For each one write in one or more risk-taking behaviors that might be associated with the category.

1. Pedestrian safety

2. Passenger safety

3. Bicycle safety

4. Motorcycle safety

5. Driver safety

71

71

7TH DAY

WHO IS RESPONSIBLE?

Purpose

To make explicit some of the dangerous or risky behaviors associated with alcohol, other drugs, and traffic safety, as identified by the California Traffic Safety Education Task Force

Objectives

Teacher

- ☐ Assess, either orally or in writing, the students' knowledge of the five major areas of traffic safety identified by the California Traffic Safety Education Task Force.
- ☐ Encourage the students to realize that while they may soon be drivers themselves, they may also be responsible for taking risks as pedestrians or passengers, or that they may create risks for drivers as well.

Students

- ☐ Distinguish between irresponsible or risk-taking behavior on the part of drivers of vehicles on the one hand, and pedestrians or passengers on the other.

Materials

Copies of Work Sheet 9

Warm-up (5 minutes)

Tell the students, "For the past several days, we've been looking at a variety of subjects: alcohol, other drugs, traffic safety, the family, peer groups. How are all of these connected?" Allow time for discussion. However, if none of the students points out the connection between these topics and the theme of the unit, make this clear by reiterating the theme and describing the four influencing factors.

Directions for Main Activity

1. (5-7 minutes)
Ask for students to read their responses to yesterday's "Advance Planning" assignment. Discuss.

2. (15-20 minutes)
Hand out Work Sheet 9. Explain that while the work sheet includes the same five traffic safety categories as Work Sheet 8, its aim is different. The purpose of the work sheet is to clarify the point that frequently in traffic safety situations either the driver of a vehicle or a pedestrian or passenger may be responsible for taking a risk. Give a few examples such as the following:

Safety Category	*Situation*	*Principal responsibility*	*Not responsible*
Pedestrian safety	Car hits child in middle of block.	Child darts out into traffic.	Driver of car unable to stop in time; could not have avoided accident.
Pedestrian safety	Drunk driver veers onto sidewalk, hits pedestrian.	Driver knows he or she was taking a risk by driving while intoxicated.	Pedestrian unable to avoid being hit.
Passenger safety	Drunk driver runs off freeway and strikes barrier.	Driver said, "That's okay, I can hold my liquor," and seemed sober after eight drinks.	
Passenger safety	Same as above.	Passenger knew driver was intoxicated but decided not to do anything about it.	

Additional situations, identified by the California Traffic Safety Education Task Force as "critical behaviors," may be suggested if the students have difficulty thinking of situations of their own.

Examples:

- ☐ **Pedestrian Safety:** Playing in the vicinity of streets; not observing traffic at crosswalk; crossing against red traffic signal or DON'T WALK signal
- ☐ **Passenger Safety:** Not using safety belts; exiting and entering a vehicle improperly; sitting in an improper position while riding in a vehicle
- ☐ **Bicycle Safety:** Driving against traffic; running through stop signs or signals at intersections; driving at night with no lights.
- ☐ **Motorcycle Safety:** Not wearing a helmet; not knowing the mechanical operations of the machine; not remembering that because of its size, the motorcycle is difficult for automobile drivers to see
- ☐ **Driver Safety:** Running into a parked vehicle; failing to stop for a pedestrian in a crosswalk; turning without signaling

Allow time for completion of the work sheets and discussion.

Advance Planning (2 minutes)

Tell the students that tomorrow's lesson will focus on a third factor that influences risk taking: advertising. The assignment is to bring in from magazines or newspapers as many ads as possible about a product involving some kind of risk.

For Discussion

"What kind of person do you think has the safest life of anyone? Does the person live in a special place? Have a particular kind of job? Or is there something about the person's character and behavior that makes his or her life safer than the lives of other people? Would you want to be that kind of person?"

Notes

7TH DAY

WORK SHEET 9 Who Is Responsible?

For each of the following traffic safety categories, think of as many situations as you can in which, by using alcohol or drugs, or not exercising good judgment, someone becomes responsible for a dangerous situation. Using a phrase for each, describe the situation and the roles of those involved.

	Situation	Principal responsibility	Not responsible
1. Pedestrian safety			
2. Passenger safety			
3. Bicycle safety			
4. Motorcycle safety			
5. Driver safety			

77

78

8TH DAY

WHAT ARE ADS DESIGNED TO SELL YOU?

Purpose

To provide insights into techniques that advertisers use to get people to buy products that may be harmful to their health and safety

Objectives

Teacher

- ☐ Encourage the students to take a critical look at advertising techniques.

Students

- ☐ Identify techniques that advertisers use to get people to buy things that can lead to self-destructive, unsafe, or unhealthy behavior.

Materials

Work Sheet 10, old magazines, scissors, and paste

Warm-up (5 minutes)

Ask the students, "How many people in this room have something that they're either wearing or carrying that an advertisement could have influenced them to buy?" After several items of clothing and/or other personal items have been identified, ask the students to whom the items belong: "Do you think advertising had anything to do with your buying that product instead of another? Why or why not?" Discuss.

Directions for Main Activity

1. (10 minutes)
Ask the students to get out the advertisements they have brought to class in response to yesterday's "Advance Planning" assignment. Ask for volunteers to display the advertisements they have brought to class and to explain what kind of risk is related to the product in the advertisement. Allow time for sharing and discussion.

2. (20-30 minutes)
Hand out Work Sheet 10, old magazines, scissors, and paste. Try to have a wide variety of general and special interest magazines. Explain that the work sheet is to be used to help structure an analysis of how advertisers use positive associations to sell products that may lead to negative consequences. Give a few examples like the following:

Product	*"Good" things the advertiser wants you to think*	*Real-life situations*	*Risks or dangers*
Cigarettes	Cowboy riding the range — masculinity and vigor	All kinds of people, mostly neither cowboys nor riding the range	Respiratory diseases and lung cancer
Whiskey	Rich people drinking in mansion	Skid row drunk; ordinary middle-class people at party	Hangover; automobile accidents; cirrhosis of the liver

Explain that the advertisement should be pasted or clipped to the work sheet. Allow about ten minutes for completion of the work sheet. Provide additional work sheets to students who wish to work on more than one advertisement. After everyone in the class has completed at least one work sheet, allow time for display of the work sheets, sharing, and discussion.

Advance Planning (2 minutes)

Tell the students that tomorrow's lesson will include a discussion of the fourth influencing factor identified at the beginning of the unit: laws. "There's no way that any of us can escape the influence of laws. Some people think there are too many laws, and some say there ought to be more laws. In fact, 'There ought to be a law' is a cliche that people use when they're dissatisfied with something and want to see it changed. The assignment is to write a brief statement completing the phrase 'There ought to be a law. . . .' About what?"

8TH DAY

For Discussion

"Ten years ago, after a report from the U.S. Surgeon General about links between smoking and lung cancer, cigarette advertising was abolished from television. In the next year or so, cigarette smoking declined significantly throughout the country. But in the last several years, while cigarette smoking has continued on a fairly steady level in most age groups, it has risen among people in their teens and twenties. Why do you think this is so?"

Notes

8TH DAY

WORK SHEET 10 What Are Ads Designed to Sell You?

Either paste the advertisement you have chosen in the space below, or paste this sheet onto the page containing the advertisement. Then write your comments in the appropriate spaces.

Products	"Good" things the advertiser wants you to think	Real-life situation	Risks or dangers	Paste advertisement here

9TH DAY

THE LAWMAKERS

Purpose

To encourage the students to understand that laws are the result of different interest groups in the society lobbying for what they think is right

Objectives

Teacher

- ☐ Refrain from taking sides in discussing the effects that special interest groups have on lawmaking.

Students

- ☐ Identify ways in which different people and groups at different social and economic levels influence how laws are made.

Materials

Copies of Work Sheet 11

Warm-up (5-7 minutes)

Ask the students, "How are laws made?" Encourage them to brainstorm ideas. Note ideas on the chalkboard. The discussion need not lead to a sophisticated analysis of how legislation is written and passed, but the point should be made that the following groups of people are usually involved in lawmaking: pressure groups and lobbyists, legislators, and executive officers who frequently have veto power over the other two groups.

Directions for Main Activity

1. (5-7 minutes)
Remind the students of yesterday's "Advance Planning" assignment, and encourage them to share different versions of "There ought to be a law. . . ." During the discussion ask such questions as the following: "Does anyone know if there is such a law?" "What groups do you think you would need to get on your side in order to have such a law passed?"

2. (20-30 minutes)
Hand out Work Sheet 11. The work sheet may be completed in either large or small groups. Explain that the work sheet contains descriptions of three situations in which several individuals or pressure groups have a strong interest in having a law passed or in keeping it from being passed. The students' task is to represent the position of an individual or group and to argue as persuasively as possible for the individual's or group's position. Note: "Real-life" pressure tactics may be used when appropriate. Allow time for preparation of arguments and for presentation and discussion of each situation.

3. (5-7 minutes)
Discuss: "Keeping the preceding activity in mind, think about who makes most of the laws in our society. Who benefits most from the laws? Whom are the laws designed to protect?"

For Discussion

"As you get older, especially as you move through the early teenage years, what privileges does the law entitle you to that you couldn't have when you were younger? What responsibilities must you assume?"

The Daily Risk

A publication designed to keep you abreast of daily risks

Situation 1:

There is no traffic light at an intersection in a small city, and the speed limit on the main cross street is 35 miles an hour. Most cars usually exceed the speed limit by at least five miles an hour. Recently a six-year-old boy was hit by a car at the intersection. The community is angry and wants something done to change the situation. The following individuals and groups have gotten involved as a result of the accident:

A. A mother of several children — She wants a traffic light with a button that pedestrians can push to turn the light red and thereby stop traffic.

B. The richest man in town — He owns a department store very close to the controversial intersection. He wants no change because he's afraid that if the traffic in town moves too slow, people will not want to shop in his store and will shop instead at a new suburban shopping center near a freeway. He thinks that at most there should be a crossing guard at the intersection during school hours.

C. A prominent doctor — He wants a slower speed limit.

D. A civic organization that has been opposed to any new laws being passed in the city on the principle that the city already has too many laws.

Notes:

Situation 2:

A group of teenagers has been hanging around a small grocery store, waiting to ask older people to go into the store and buy them beer. Recently one of them got drunk and, on a dare, rode his bicycle into the middle of the street, causing a minor automobile accident. The following individuals and groups have gotten involved:

A. The owner of the store — He wants the teenagers as far away from the store as possible. He would like to see a law making a minor's requesting an adult to buy beer for him or her punishable by a year in jail.

B. The local neighborhood association — The association would like to see the store completely out of the neighborhood, and the members are taking this opportunity to request the city council to rezone the block on which the store is located.

C. The parents of the boy who got drunk — They want to see more effective alcohol education in the schools.

D. A very rich old woman who hates teenagers and who lives in the neighborhood where the store is located. She wants a law passed that would force loitering teenagers to be placed in a compulsory work camp.

Notes:

Situation 3:

In a major automobile accident, two entire families were killed. No one involved was wearing seat belts, and police reports indicate that no one would have died if seat belts had been used. The following individuals and groups have gotten involved:

A. A national association promoting the use of seat belts — The group wants the state Legislature to pass a law making the failure to use seat belts punishable by a year in prison.

B. A civil liberties group — This group maintains that taking the risk of not using a seat belt is and should be a matter of individual choice.

C. A candidate for governor — He would like to use the issue in his campaign against the incumbent. At present he's a state senator.

D. A manufacturer of air bags — He believes that seat belts were a bad idea from the beginning and that a law should be passed requiring air bags to be installed immediately in all cars, new and old, with the cost being borne by the state budget surplus.

Notes:

9TH DAY

WORK SHEET 11 The Lawmakers

In the situations below, people are trying to influence the Legislature or city council. Gather facts to support your position for or against one of the proposed laws.

10TH DAY

CLOSURE

Purpose

To reflect on the preceding lessons and evaluate the extent to which the students have learned and understood the unit's major concepts and objectives

Objectives

Teacher

- ☐ Assess the strengths and weaknesses of his or her teaching of the unit through the students' responses to today's activities.
- ☐ Leave the students with unanswered questions that might foster further learning at another time.

Students

- ☐ Demonstrate, both orally and in writing, comprehension of the unit goal, the decision-making process presented in the unit, and the cognitive and affective concepts covered in the unit.

Materials

Copies of Materials Sheet 7 and Work Sheet 3

Directions for Main Activity

1. (20 minutes)
Hand out copies of Work Sheet 3. Instruct the students to fill out the questionnaire in silence and wait for further instructions. After all the students have completed the questionnaire, instruct the students to exchange questionnaires (optional) and to correct them during the following discussion. Determine the class consensus on each of the questionnaire items. Discuss the students' reasons for each response. Note that some of the responses depend on knowledge of factual information, while others depend on a grasp of the affective goals for the unit. Following are the "correct" answers in terms of the unit content and goals:

1. Agree 2. Disagree 3. Agree 4. Agree 5. Disagree 6. Agree 7. Disagree
8. Disagree 9. Agree 10. Agree 11. Agree 12. Agree 13. Disagree 14. Agree
15. Disagree 16. Disagree 17. Agree 18. Disagree

2. (5-7 minutes)
Return the students' original copies of Work Sheet 3, and ask the class to tally the number of items that were answered correctly the second time but incorrectly the first time. Keep a record of the results for future planning and evaluation.

3. (25-30 minutes)
Hand out copies of Materials Sheet 7. Explain that the materials sheet serves as a summary of the major concepts and learning objectives of the unit; that is, it contains descriptions of a variety of situations in which the students will need to apply what they have learned about alcohol, other drugs, traffic safety, and decision making in relation to risk situations. Ask for students to read the situations on the materials sheet aloud, and assess the students' comprehension of these situations through discussion. Explain that the class will be divided into small groups for the next 15-20 minutes to answer the following questions in relation to *one* of the situations (the students may choose which one). If necessary, write the questions on the chalkboard:

- ☐ What factors would influence the decision in this situation?
- ☐ To what extent would the four factors identified during the unit be important?
- ☐ If you were the person who had to make the decision, how would you apply the decision-making process outlined in the unit theme page (page x) to this situation? Be prepared to describe to the class each step in the decision-making process.

Allow time for completion of the task, sharing, and discussion.

MATERIALS SHEET 7 Six Decisions About Risks

Situation 1:

John Jones owed a great deal of money to department stores, credit card companies, and even some friends. He just had no talent for managing money. His wife said that she would get a job to repay their debts if he would promise to take a course in money management at the local community college. Instead, John thought of an "instant" cure for their problems: He had heard of a man who had an unbeatable "system" for winning huge amounts of money playing the slot machines in Nevada. It would be so simple, he thought. All he would have to do would be to take the family's savings from the bank, and in a week or so he would earn back enough to repay all their debts. Should John gamble his savings?

Situation 2:

Seventeen-year-old Billy Martin had borrowed his father's car for a Saturday night date. It was the first time he'd been given this privilege, but his father trusted him and knew that he had to begin learning to take responsibility. Billy and his date were driving along the main street of their town on their way to a movie when one of Billy's friends pulled up alongside them in a souped-up sports car. "Hey," the friend said, "how about racing me down this street for five blocks? First one who stops for a light is chicken." Should Billy race?

Situation 3:

Donna went to the corner store on her lunch break from work. She chose a tuna sandwich and an orange — a fairly healthy meal, she thought. But she wanted something to drink, too. As she took a sugarless soft drink from the soft drink case, she read the label and noticed that it contained a warning. The warning said that the drink contained saccharin, a chemical that is known to cause cancer in laboratory animals. Should Donna buy the soft drink?

90

91

MATERIALS SHEET 7 Six Decisions About Risks (continued)

Situation 4:

Phil and Dan were on a hiking trip in the mountains. As they stood at the top of a huge canyon, they tried to decide which trail to take. A forest ranger passed by, and they asked him about the trail down into the canyon. "That can be a very dangerous trail," the ranger said. "At points it's steep and slippery because of loose gravel. Also, there are plenty of rattlesnakes down there in the canyon. But if you're careful and you know how to handle yourselves around snakes, you shouldn't have any trouble. The trip will be worth it — there's a beautiful river at the bottom and a series of waterfalls." Should Phil and Dan go to the bottom of the canyon?

Situation 5:

Nancy and Alice were both in seventh grade, and one Saturday they decided to go together to a shopping mall that had recently opened. They waited for half an hour in the rain for the bus that would take them to the mall. While they waited, they became wetter and colder by the minute. To their surprise, a car stopped at the bus stop, and the driver, a nice looking man, leaned over and offered them a lift. Alice started to get into the car, but Nancy remembered that her mother had warned her never to hitchhike. "I'm not sure we should do this," Nancy said. "Aw, c'mon," said Alice, as she jumped into the car. What should Nancy do?

Situation 6:

It was Dan's first big party with his friends at school, and he was having a great time. His friend Joe came over to him with a big grin on his face. "Hey," Joe said, "if you want to get high, a bunch of us are going outside behind the house. Willie brought a six-pack of beer. Want to come?" Dan's parents strongly disapproved of alcohol drinking and never had alcohol in the house. Nevertheless, Dan was curious to know what beer tasted like. What should Dan do?

92

93

10TH DAY

Notes

SCHEDULE: UNIT IV (GRADE 10)

First Day:	Taking Risks
Second Day:	Choices, Influences, and Decisions
Third Day:	"Alcohol Facts Baseball"
Fourth Day:	Growing and Changing
Fifth Day:	"Drug Facts Maze"
Sixth Day:	Thinking About Alternatives
Seventh Day:	What Do You Really Need?
Eighth Day:	Knowing the Law
Ninth Day:	Will You Obey the Law?
Tenth Day:	Closure

1ST DAY

TAKING RISKS

Purpose

To introduce the concept of risk taking and the basic goal of the unit

Objectives

Teacher*

- ☐ Introduce the unit in a way that will interest the students in pursuing the activities.
- ☐ Through class discussion assess the students' comprehension of the concept of risk taking and the basic goal of the unit.

Students**

- ☐ Through class discussion demonstrate comprehension of the concept of risk taking and the basic goal of the unit.

Materials

Copies of the unit theme page (page x) and Work Sheet 1 (page 3)

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*This is the teacher's personal objective for each lesson.

**It is understood that the teacher will quantify the student learning objectives in measurable terms that are appropriate to his or her class.

Warm-up (5 minutes)

Ask the students, "Who can give me an example of dangerous things with which everyone in our world must learn to deal?" Write several examples on the chalkboard.

Directions for Main Activity

1. (10 minutes)
Explain that the class is starting a unit about taking risks, especially risks that involve alcohol, other drugs, and traffic safety. "Young people growing up today live in a world where alcohol and other drugs are very common. Many people try alcohol and other drugs at one time or another. You probably know people who have tried alcohol or other drugs, and you may have tried them yourself. Of course, many people *never* try them. The purpose of this unit isn't to get you to stop experimenting with risky behaviors or never to take any risks. But, the unit is designed to help you know how to decide whether or not to take a risk."

Read aloud or paraphrase the unit theme (page x). Alternative: Make copies of the theme for the entire class, and have the students read it aloud in a discussion format. Ask questions like the following:

- ☐ How do you know if something is risky?
- ☐ What are some modern risks that didn't exist 100 years ago?
- ☐ What is the main goal of the unit?
- ☐ What are the four steps for decision making?

2. (20 minutes)
Hand out Work Sheet 1. Explain that the work sheet offers an opportunity to think about some of the risks that will be examined in more detail later in the unit. Allow time for the students to complete the work sheet, either individually or in small groups. If necessary, take time before the students fill out the work sheet to discuss some examples. Encourage the students to note as many examples as they can. Examples for each of the three categories are:

Traffic Safety	*Drugs Other Than Alcohol*	*Alcohol*
Getting hit by a car while riding a bicycle	Overdosing	Drinking and driving
Getting sideswiped by a car while opening a car coor	Taking a drug without knowing what it is	Getting sick from too much liquor
Making a left turn and getting hit by an approaching car	Contracting lung cancer from smoking cigarettes	

During the discussion note the students' responses on the chalkboard.

3. (5 minutes)
After the discussion tell the students, "Most risks involving alcohol, other drugs, and traffic safety have negative consequences. Who can think of some risks that might have positive consequences?" If necessary, offer a few examples such as entering a contest or trying out for a team.

Advance Planning

Tell the students, "Tomorrow we'll discuss decisions that you have made. Who can think of a decision that he or she made in the last two days or so?" Discuss a few examples, asking questions such as "How did you make the decision?" and "How do you feel now about the decision; that is, was it a good or bad decision?"

For Discussion

"What kinds of risks are usually typical of specific age groups?"

Notes

2ND DAY

CHOICES, INFLUENCES, AND DECISIONS

Purposes

To introduce the influencing factors on which subsequent activities are based and to offer the students an opportunity to practice using the decision-making process outlined in the unit theme

Objectives

Teacher

- ☐ Through class discussion assess the students' comprehension of the concept of choice as it applies to risk-taking situations.
- ☐ Through observation of the students' performance in classroom exercises, assess the students' comprehension of the four-step decision-making process outlined in the unit theme.

Students

- ☐ Apply the four influencing factors identified in the unit to real-life situations.
- ☐ Practice using the decision-making steps outlined in the unit theme.

Materials

Copies of Materials Sheet 1 (pages 7-8) and Work Sheets 2 (page 9) and 12

Warm-up (2 minutes)

Ask the students, "Who *had* to do something today that he or she didn't want to do? Anything at all?" Accept three or four responses. Then rephrase the question by saying, "Who *made somebody* in this class do something today, and what was it?" Accept three or four more responses. The point should clearly emerge that all of us have to do things every day that we don't want to do and that we have little or no choice about.

Directions for Main Activity

1. (5 minutes)

Ask for a volunteer to paraphrase the basic theme of the unit (page x) in a few words — for example, "People should learn how to make decisions about the risks they take." Explain that risk taking is almost always a voluntary action; i.e., people *choose* to take risks. Tell the students, "One of the main purposes of the unit is to provide some understanding about the way people make decisions when they take risks. Four main influences have been identified." Write each one on the chalkboard as you introduce it with a brief explanation, as in the following example:

- ☐ Family. This is the most important influence on children as they are growing up, and it continues to be an important influence in many people's lives. Often people in their early teens are beginning to become independent of their families, however.
- ☐ Peers. This is another way of describing your friends, kids your own age, kids you see in school and spend time with after school. At your age your peers tend to be the most important influence in your life.
- ☐ Advertising. Advertisements, especially the commercials you see on television, make you want to buy things or do things or behave in certain ways. We're all influenced by advertising, even if we try not to be.
- ☐ Laws. We all have to obey the law, so most of us are influenced by laws whether we like it or not. In fact, almost anything you could name is influenced by one law or another. For young people who are just beginning to drive an automobile, the traffic laws are particularly important.

Ask for any questions about the four influences. Probe with questions like "Which one do you think is the most important for you?" or "Which one influenced a particular choice that you made today?" Give the students an opportunity to suggest other influences that may also be important. Make it clear, however, that these four have been singled out because they are generally considered to be four of the strongest influences in choices about risk taking among youth.

2. (20 minutes)

Hand out Work Sheet 2. Tell the students to respond to only the first two columns on the work sheet, indicated by "Choice" or "No Choice." Then survey the class for similarities and differences about which items are usually a matter of choice. After the discussion tell the students to mark the appropriate boxes which represent the factors most likely to apply to themselves. If a student believes that none of the factors listed is appropriate, then the student is to mark the box in the "Other" column. Allow time for completion of this task. Then continue the discussion by referring to the four factors.

3. (25-40 minutes)

Tell the students, "I asked you yesterday to think about a situation in which you made a decision. Who can tell me about some decisions that he or she made in the last two days or so?" Note examples on the chalkboard. Remind the students of the four decision-making steps outlined earlier (page ix):

2ND DAY

- ☐ Determine whether a decision involves a risk or not.
- ☐ Determine the possible consequences of taking the risk.
- ☐ Consider factors such as who will be affected by the risk, why you want to take the risk, and what else you need to know before you make your decision.
- ☐ Decide.

Encourage the students to practice the decision-making steps in relation to the situations listed on the chalkboard. If necessary, provide examples such as the following:

A simple decision: Bob has to decide what to wear to the school dance.

- ☐ *Does the decision involve a risk?* Yes. Bob might decide to wear the "wrong" thing and feel foolish because he arrived at the dance dressed inappropriately.
- ☐ *What are the possible consequences of taking the risk?* Unless he gives the decision careful thought, Bob might wear the wrong thing and be embarrassed.
- ☐ *Who will be affected by the risk?* Bob. *Why does he want to take the risk?* He wants to go to the school dance. *What else does he need to know before making his decision?* He needs to find out what the other kids going to the dance will be wearing, or what kind of dance it is; i.e., formal or informal. He calls a friend and discovers that the theme of the dance is country and western music.
- ☐ He decides to dress very informally, in blue jeans and a plaid shirt.

A more serious decision: Joan, a 17-year-old friend of Mary's, has had too much beer to drink at a party on Saturday night. She tells Mary that she feels fine and that she'll drive Mary home, since they came to the party together. Mary doesn't have a driver's license and doesn't know how to drive. What should she do?

- ☐ *Does the decision involve a possible risk?* Definitely. By insisting on driving, Joan risks having an accident. By going along with Joan, Mary might be physically hurt.
- ☐ *What are the possible consequences of taking the risk?* Joan might not have an accident, and everything could go all right. On the other hand, Joan might lose control of the car.
- ☐ *Who will be affected by the risk?* Joan, Mary, and their parents and friends, among many others. *Why does Mary want to take the risk?* She needs a ride home. *What else does Mary need to know before making her decision?* She needs to find out if someone else could drive both her and Joan home and whether there is any alternative to Joan's driving the car.
- ☐ Mary decides not to go if Joan insists on driving the car. Either someone else will have to drive, or Mary will not go with Joan until she has taken a long time to "sober up."

The students may practice using the decision-making steps in small groups and then report their decisions to the class.

Advance Planning (2 minutes)

Hand out Work Sheet 12. Tell the students that the first part of the assignment is to complete the work sheet to the best of their ability before tomorrow's lesson. The work sheet will be collected, but not graded. Tell the students, "The second part of the assignment is to study Materials Sheet 1 and be prepared with questions that you want to ask in class about any parts of the work sheet." The materials sheet can be found on pages 7-8.

For Discussion

"Who do you think has been the most influential person in your life next to your parents?"

2ND DAY

WORK SHEET 12 What I Know About Alcohol, Other Drugs, and Traffic Safety

	AGREE	DISAGREE	UNDECIDED
1. Alcoholic beverages do not contain a drug.	☐	☐	☐
2. A police officer may use any one of the following tests to determine a driver's blood alcohol content: a blood test, a breath test, or a urine test.	☐	☐	☐
3. Four factors in determining whether a person will become intoxicated are the person's weight, the number of drinks he or she has, the time in which he or she consumes the drinks, and his or her previous experience with drinking.	☐	☐	☐
4. It is legal for passengers to drink in a car as long as the driver of the vehicle doesn't drink.	☐	☐	☐
5. If you know what influences your behavior, you might choose to behave differently.	☐	☐	☐
6. Most people think independently enough so that they aren't greatly influenced by their friends or peers.	☐	☐	☐
7. If you carry unopened alcoholic beverages in a car, they must be locked in the trunk.	☐	☐	☐
8. A person is intoxicated if his or her blood alcohol content is .10 percent or more.	☐	☐	☐
9. You can lose your driver's license for life if, while driving under the influence of alcohol, you cause bodily injury to others on two separate occasions within three years.	☐	☐	☐

2ND DAY

WORK SHEET 12 What I Know About Alcohol, Other Drugs, and Traffic Safety (continued)

	AGREE	DISAGREE	UNDECIDED
10. People learn a lot about drinking alcoholic beverages from their family's habits and drinking patterns.	☐	☐	☐
11. If a driver refuses to take a test for blood alcohol content when stopped by a police officer, his or her driver's license will be suspended for six months.	☐	☐	☐
12. If you are convicted of driving while intoxicated two times within five years, the automatic sentence is at least 48 hours but not more than one year in jail and a fine of at least $250 but not more than $1,000.	☐	☐	☐
13. There is no longer a penalty for possessing marijuana in California.	☐	☐	☐
14. Most people drink alcohol just to have a good time and don't have serious problems as a result.	☐	☐	☐
15. Knowing about traffic safety means knowing how to drive a car.	☐	☐	☐
16. A pedestrian who stays on the sidewalk can't get hurt.	☐	☐	☐
17. Normal servings of beer, wine, and hard liquor contain about the same amount of alcohol.	☐	☐	☐
18. People should never take risks.	☐	☐	☐
19. There is a law against advertising products that might be dangerous or unhealthy.	☐	☐	☐
20. Barbiturates and depressants are the same thing.	☐	☐	☐

3RD DAY

"ALCOHOL FACTS BASEBALL"

Purpose

To introduce basic factual information about alcohol and drinking in a way that will increase the students' interest in the activity

Objectives

Teacher

☐ Through observation of student participation in the game, assess the extent to which the students learn facts about alcohol.

Students

☐ Demonstrate, through playing the game "Alcohol Facts Baseball," a command of basic facts about alcoholic beverages and drinking.

Materials

Copies of Materials Sheet 8 (Note: The teacher may wish to take time before the lesson to prepare the game cards by pasting them on cardboard so that they may be used again with other classes.)

Warm-up (3-5 minutes)

After reminding the students of yesterday's "Advance Planning" assignment, read a few questions from the "Alcohol Facts Baseball" question card (Materials Sheet 8). Allow time for discussion. Also allow time for the students to ask their own questions about Materials Sheet 1.

Directions for Main Activity

1. (5 minutes)
Explain the rules of "Alcohol Facts Baseball." The game is similar to baseball in that the objective is to score runs by "hitting" a single, a double, or a triple (but no home runs). Scores are obtained by correctly answering the questions on the cards. Divide the class into two teams. As in baseball, after three players are out, play rotates to the other team. Each player has only one try at bat.

2. (25-35 minutes)
Play "Alcohol Facts Baseball," keeping score on the chalkboard. You may wish to draw a baseball diamond on the board in order to keep track of which players are on which bases. After all the cards have been used, shuffle them and use them again. If the students are enthusiastic enough, ask them to think of more questions with which to make additional cards.

For Discussion

"What factors do you think will determine whether or not you will drink? Whether or not you will have (or do have) a drinking problem? Whether or not you will drink and drive?"

3RD DAY

MATERIALS SHEET 8 "Alcohol Facts Baseball" Question Cards

This sheet consists of "Alcohol Facts Baseball" cards. Fold the blank sides together, and paste.

Triple: People with drinking problems often start out by _____	**Answer:** Enjoying alcohol without any problem; drinking responsibly	**Single:** The legal drinking age in California is: 1. 19 2. 21 3. 16	**Answer:** 2	**Double:** Which of the following contains the greatest amount of alcohol? 1. A 5-ounce glass of wine 2. A shot of whiskey 3. A 12-ounce can of beer	**Answer:** All three are about the same
Single: Alcohol helps people relax and therefore solves a lot more problems than it causes. True or false?	**Answer:** False	**Single:** A tall, heavy person and a short, light person will usually be affected the same way by three cans of beer. True or false?	**Answer:** False	**Single:** Whether a person gets drunk or not depends mainly on: 1. His or her weight 2. The amount of alcohol he or she consumes 3. The time in which the alcohol is consumed 4. His or her previous experiences with alcohol drinking 5. All of the above	**Answer:** 5
Double: Name at least two factors that will affect whether or not a person will get drunk on a certain amount of alcohol.	**Answers:** At least weight and amount of alcohol; also time and previous experience	**Double:** The best way to get a person to sober up fast is to _____	**Answer:** Wait	**Single:** Which of the following is the best way of sobering a person up? 1. Black coffee 2. Cold showers 3. Waiting until the effects wear off	**Answer:** 3

110

111

3RD DAY

MATERIALS SHEET 8 "Alcohol Facts Baseball" Question Cards (continued)

This sheet consists of "Alcohol Facts Baseball" cards. Fold the blank sides together, and paste.

Single:
One of the most important things about learning how to drink is:
1. Knowing how alcohol affects you; knowing your limits
2. Knowing which are the best brands of alcoholic beverages
3. Knowing the proper occasions for beer or other alcoholic beverages

Answer: 1

Double:
A person is usually considered intoxicated when his or her blood alcohol content has reached:
1. .04 percent
2. .08 percent
3. .10 percent

Answer: 3

Triple:
Cirrhosis is a disease of the _____

Answer: Liver

Triple:
Name three serious problems that can be the result of drinking alcoholic beverages.

Possible answers: Traffic accidents, job problems, physical problems, economic consequences

Single:
No one ever gets drunk on wine. True or false?

Answer: False

Double:
Which of the following can be the result of too much drinking?
1. Cirrhosis
2. Measles
3. Diptheria
4. Brain damage
5. Intoxication

Answers: 1, 4, and 5

Single:
Most teenagers have had their first drink by the age of 13. True or false?

Answer: True

Double:
Which one of the following is a fair estimate of the number of people affected by alcohol-related problems in America?
1. 1 million
2. 3 million
3. 10 million

Answer: 3

3RD DAY

MATERIALS SHEET 8 "Alcohol Facts Baseball" Question Cards (continued)

This sheet consists of "Alcohol Facts Baseball" cards. Fold the blank sides together, and paste.

Single: A person can drink so much alcohol that he or she will fall down. True or false?	**Answer:** True
Triple: Define blood alcohol content.	**Answer:** The percentage of alcohol in the blood after a person has drunk an alcoholic beverage
Single: Beer does not contain alcohol. True or false?	**Answer:** False
Single: Alcohol can affect which of the following: 1. Emotions 2. Physical functioning 3. Judgment 4. Perceptions 5. All of the above	**Answer:** 5
Double: Because alcohol contains calories, it can be a substitute for food in emergency situations. True or false?	**Answer:** False
Triple: Identify two differences between beer and hard liquor.	**Possible answers:** Different alcohol content; hard liquor identified by "proof"
Double: Alcohol is related to: 1. 80 percent of the traffic deaths in the U.S. 2. 50 percent of the traffic deaths in the U.S.	**Answer:** 2
Double: Alcohol: 1. Speeds up the body functions 2. Ultimately slows the body functions 3. Doesn't affect the body functions	**Answer:** 2

114 11

115

4TH DAY

GROWING AND CHANGING

Purpose

To focus on emerging individual differences within the family

Objectives

Teacher

- ☐ Emphasize that no two students are alike and that different individuals mature at different rates and in different ways.

Students

- ☐ Identify ways in which adolescents begin to establish a sense of autonomy and independence within the context of the family.

Materials

Copies of Materials Sheet 5 (pages 18–20) and Work Sheet 13

Warm-up (3-5 minutes)

Ask the students, "Who can think of families that they like to visit? What are some of the things about these families that you like?" During the discussion encourage the students to think about the relationships of the parents and children in these families. Consider questions like the following:

- ☐ What kinds of things do they share together?
- ☐ What kinds of leisure activities interest the people in these families?
- ☐ What kinds of things do individuals within the families enjoy doing independently of the family?
- ☐ How do the adolescents (teenagers) get along with their parents?

Directions for Main Activity

1. (10 minutes)
Hand out Work Sheet 13. Explain that only those who volunteer will be called on to discuss what they write on their work sheets. Allow time for the students to complete the work sheets.

2. (10-15 minutes)
Explain that the reason for doing the work sheet was to examine some of the ways in which adolescents begin to be autonomous and distinct from their families, which is normal behavior at this age. Taking the items on the work sheet one at a time, ask for members of the class to share their responses. Discuss the responses, but respect the privacy of those students who may be reluctant to participate or sensitive about participating.

3. (10-15 minutes)
Ask the students, "Look at your work sheets; what are some things that you think you might want to change? Can you change these things, and if so, how can you change them?" Then ask for volunteers to give examples of the following categories, which may or may not be recorded on the chalkboard:

- ☐ Things on the work sheet that you hope will never change
- ☐ Things on the work sheet that you think will change naturally as a part of your growing up
- ☐ Things on the work sheet that, even if you wanted to change them, cannot be changed.

Advance Planning (2 minutes)

Hand out Materials Sheet 5. Explain that the assignment is to study the work sheet and be prepared with questions for class discussion.

For Discussion

"What is your definition of a happy family?"

4TH DAY

WORK SHEET 13 Growing and Changing

Write a few words that best complete each of the following statements:

I resemble my parents physically because of my _____

_____

In our family the three things that we consider most important in life are:

1. _____
2. _____
3. _____

The leisure activities my family enjoys are:

1. _____
2. _____
3. _____

Some of the risks that my parents consider "okay" for me to take are:

1. _____
2. _____
3. _____

My family and I have minor disagreements about:

1. _____
2. _____
3. _____

My family and I have major disagreements about:

1. _____
2. _____
3. _____

If I asked my parents for permission to go to a beer party, they would:

_____

_____

_____

_____

_____

5TH DAY

"DRUG FACTS MAZE"

Purpose

To introduce basic factual information about drugs other than alcohol in a way that will increase the students' interest in the activity

Objectives

Teacher

☐ Through observation of student participation in the game, assess the extent to which the students learn facts about drugs other than alcohol.

Students

☐ Demonstrate, through playing the game "Drug Facts Maze," a command of basic facts about drugs other than alcohol.

Materials

Copies of Materials Sheets 9 and 10 (Note: The teacher may wish to take time before the lesson for the students to prepare the game materials by pasting them on cardboard so that they may be used again with other classes.)

Warm-up (3-5 minutes)

After reminding the students of yesterday's "Advance Planning" assignment, read a few questions from the "drug facts" question cards (Materials Sheet 10). Allow time for discussion. Also allow time for the students to ask their own questions about Materials Sheet 5 (pages 18–20).

Directions for Main Activity

1. (5 minutes)
Explain the rules for the "Drug Facts Maze" game. The object of the game is for each team to find its own way out of the "drug maze" pictured on page 18. Note: This maze may be drawn on the chalkboard (following the pattern), displayed by use of a visual aid, or copied for the students to use on their own or in small groups. Divide the class into two teams. Play begins when one team member answers a question on a "drug facts" question card correctly and thus opens one of the "doors" in the maze. Each time a team member answers a question correctly, the entire team proceeds to the nearest door, and the next team member has a chance to "open" it by answering the next question card correctly. The team's play continues until a team member is unable to open a door. Then play revolves to the other team, which follows the same procedure.

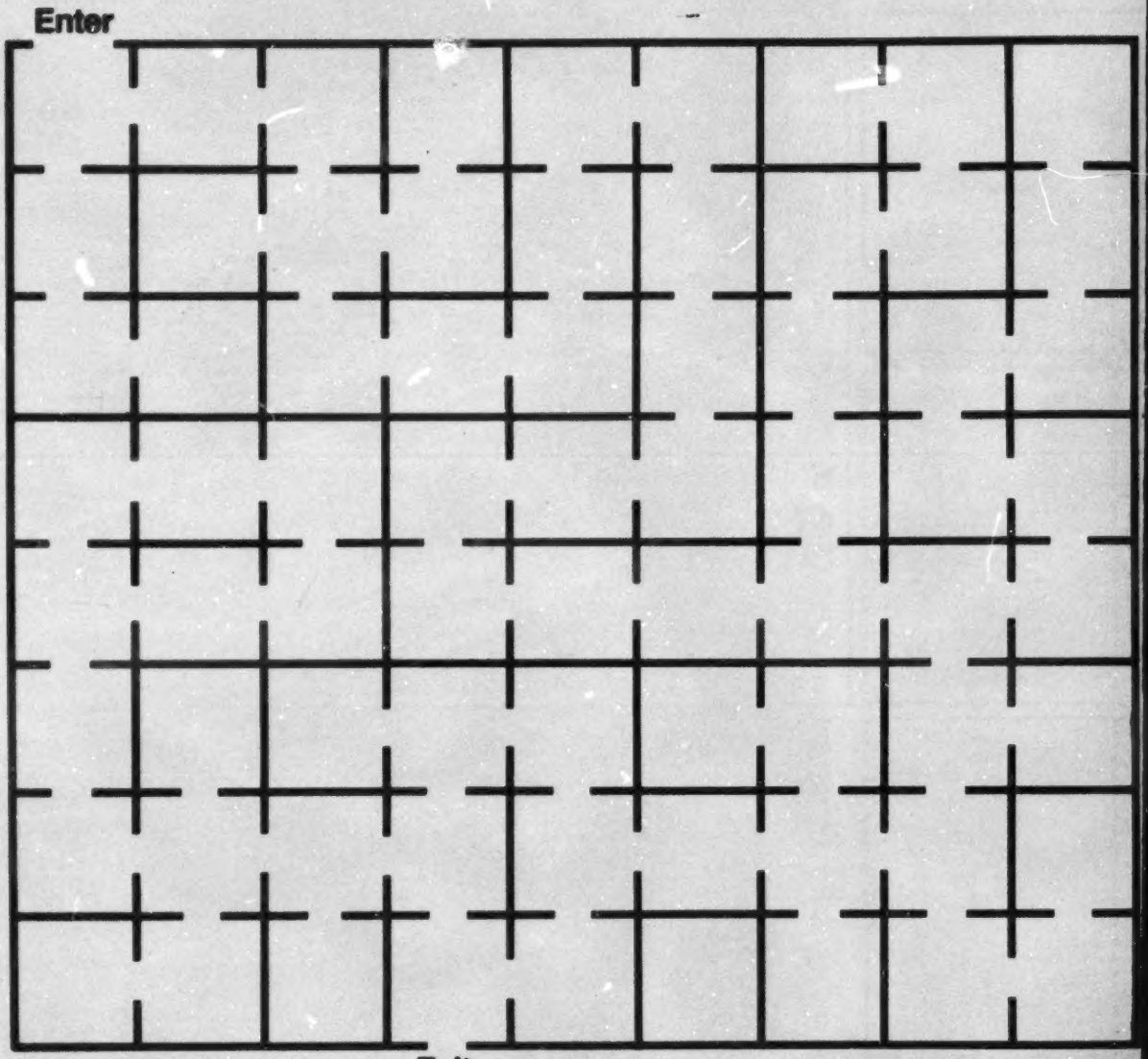
2. (25-35 minutes)
Play the "Drug Facts Maze" game. After all the cards have been used, shuffle them and use them again. If the students are enthusiastic enough, ask them to think of more questions with which to make additional cards. Note: While there is room for discussion about many of the answers to the "drug facts" cards, the recommended answers are those that are most consistent with the information presented in Materials Sheet 5, "Facts About Drugs Other Than Alcohol."

For Discussion

"Why do you think that alcohol is not generally recognized as being a drug?"

5TH DAY

MATERIALS SHEET 9 "Drug Facts Maze" Diagram



MATERIALS SHEET 10 "Drug Facts Maze" Question Cards

This sheet consists of "Drug Facts" question cards. Fold the blank sides together, and paste.

Card A:
Alcohol and marijuana are the drugs that are most often used by teenagers. True or false?

Answer: True

Card B:
Teenagers and people in their twenties are the largest consumers of _____

Answer: Tobacco

Card C:
Which of the following body functions can be affected by a drug:
1. Perceptions
2. Emotions
3. Judgment
4. Speed of reaction

Answer: All

Card D:
Describe the effects of a depressant.

Answer: Calms and slows down the central nervous system

Card E:
Describe the effects of an amphetamine.

Answer: Speeds up the central nervous system; produces wakefulness and reduced appetite

Card F:
"Uppers" are:
1. Depressants
2. Stimulants

Answer: 2

Card G:
"Downers" are:
1. Stimulants
2. Depressants

Answer: 2

MATERIALS SHEET 10 "Drug Facts Maze" Question Cards (continued)

This sheet consists of "Drug Facts" question cards. Fold the blank sides together, and paste.

Card H:
Which of the following are safe for drivers to use:
1. Alcohol
2. Aspirin
3. Marijuana
4. Cold tablets
5. None, without full knowledge of their effects

Answer: 5

Card I:
In California possession of one ounce or less of marijuana is punishable by _____

Answer: A fine of $100

Card J:
It is safe to buy a "street" drug when:
1. You know the person well who's selling it.
2. It has a printed label.
3. Someone you know well tells you that it's okay.
4. None of the above.

Answer: 4

Card K:
"Barbiturate" is a synonym for a:
1. Stimulant
2. Depressant
3. Tranquilizer

Answer: 2

Card L:
People react differently to different drugs: True or false?

Answer: True

Card M:
Since you can buy over-the-counter drugs without a prescription, they are always safe to use. True or false?

Answer: False

Card N:
The two items that comprise the most serious threat to people's health and well being are:
1. Cocaine
2. Alcohol
3. Marijuana
4. Stimulants
5. Cigarettes (nicotine)

Answers: 2 and 5

125

126

5TH DAY

MATERIALS SHEET 10 "Drug Facts Maze" Question Cards (continued)

This sheet consists of "Drug Facts" question cards. Fold the blank sides together, and paste.

Card O:
Amphetamines are often used as _____

Answer: Diet pills

Card P:
The dangers of which one of the following drugs are greatly increased when it is mixed with alcohol?
1. Cocaine
2. Heroin
3. Barbiturates

Answer: 3

Card Q:
Which of the following are not usually considered hallucinogens?
1. Marijuana
2. PCP
3. LSD
4. Alcohol
5. Amphetamines
6. Mescaline

Answers: 4 and 5

Card R:
Hallucinogens always produce a "high." True or false?

Answer: False

Card S:
All narcotics are addictive substances. True or false:

Answer: True

Card T:
Cocaine can cause damage to the:
1. Brain
2. Nostrils and upper mouth
3. Scalp
4. Central nervous system

Answer: 2

Card U:
Which of the following drugs is physically addictive?
1. Alcohol
2. Heroin
3. Cocaine
4. Marijuana
5. Nicotine (tobacco)

Answers: 1, 2, and 5

Card V:
Since amphetamines cannot be purchased without a doctor's prescription, it is always legal to use them. True or false?

Answer: False

127

128

5TH DAY

Notes

6TH DAY

THINKING ABOUT ALTERNATIVES

Purpose

To encourage the students to identify negative peer-group-oriented activities and to think of positive alternatives

Objectives

Teacher

- ☐ Avoid judging the students' statements about negative peer group pressure, and instead encourage an open discussion in which the students take the responsibility for deciding which activities are positive or negative.

Students

- ☐ Analyze negative activities and behaviors that can be the result of peer group pressure, and identify positive alternatives.

Materials

Copies of Work Sheet 14

Warm-up (5 minutes)

Tell the students, "One of the riskiest activities you can be involved in is the use of alcohol and other drugs. Often a teenager's first experience with alcohol and other drugs will be with his or her friends — the peer group. At your age you learn just as much from your peers as you learn in school, if not more. What are some of the things that you learn through your peers?" Allow time for discussion. List the students' ideas on the chalkboard.

Directions for Main Activity

1. (5 minutes)
Hand out Work Sheet 14. Explain that the work sheet focuses on three aspects of what happens, or could happen, within the peer-group setting. First, the group and its individual members have certain *needs*. Second, the group may become involved in negative activities as a way of meeting these needs. Third, the group may become involved in positive activities to meet these needs if there is an opportunity. Illustrate the discussion with examples like the following:

Group need	*Negative activity*	*Positive activity*
Something to do on Saturdays	Looking for trouble, picking on younger kids	Athletics, hiking, playing with younger kids at the YMCA/YWCA
Excitement	Motorcycle clubs that bully people	Dirt-bike racing
"Highs"	Alcohol/drugs	Yoga/music/art

2. (10-15 minutes)
Allow time for the students to complete the work sheet. Move around the room to answer questions and to spot-check the students' responses.

3. (15 minutes)
Ask for volunteers to share their responses to the work sheet with the rest of the class. List the various responses on the chalkboard according to the categories on the work sheet. Discuss.

4. (5 minutes)
Ask the students, "How many of these activities, either the positive ones or the negative ones, involve some kind of risk? What kinds of risks?"

Advance Planning (3 minutes)

Tell the students, "Frequently the purpose of an advertisement is to get us to buy something that we might not have wanted or needed. Or, if we were thinking about buying a product, an advertisement may influence our decision to go ahead and make the purchase. Spend some time between now and tomorrow's lesson looking at advertisements — either in newspapers or magazines or on television — and make some notes about advertisements that in your view help to sell products that are not essential to fulfilling basic human needs for food, clothing, shelter, transportation, and other things that you consider necessities. Be prepared to discuss your observations in class tomorrow. Bring the advertisements to class if you can."

For Discussion

"In your opinion why do peer groups become involved in negative or destructive behavior and activities?"

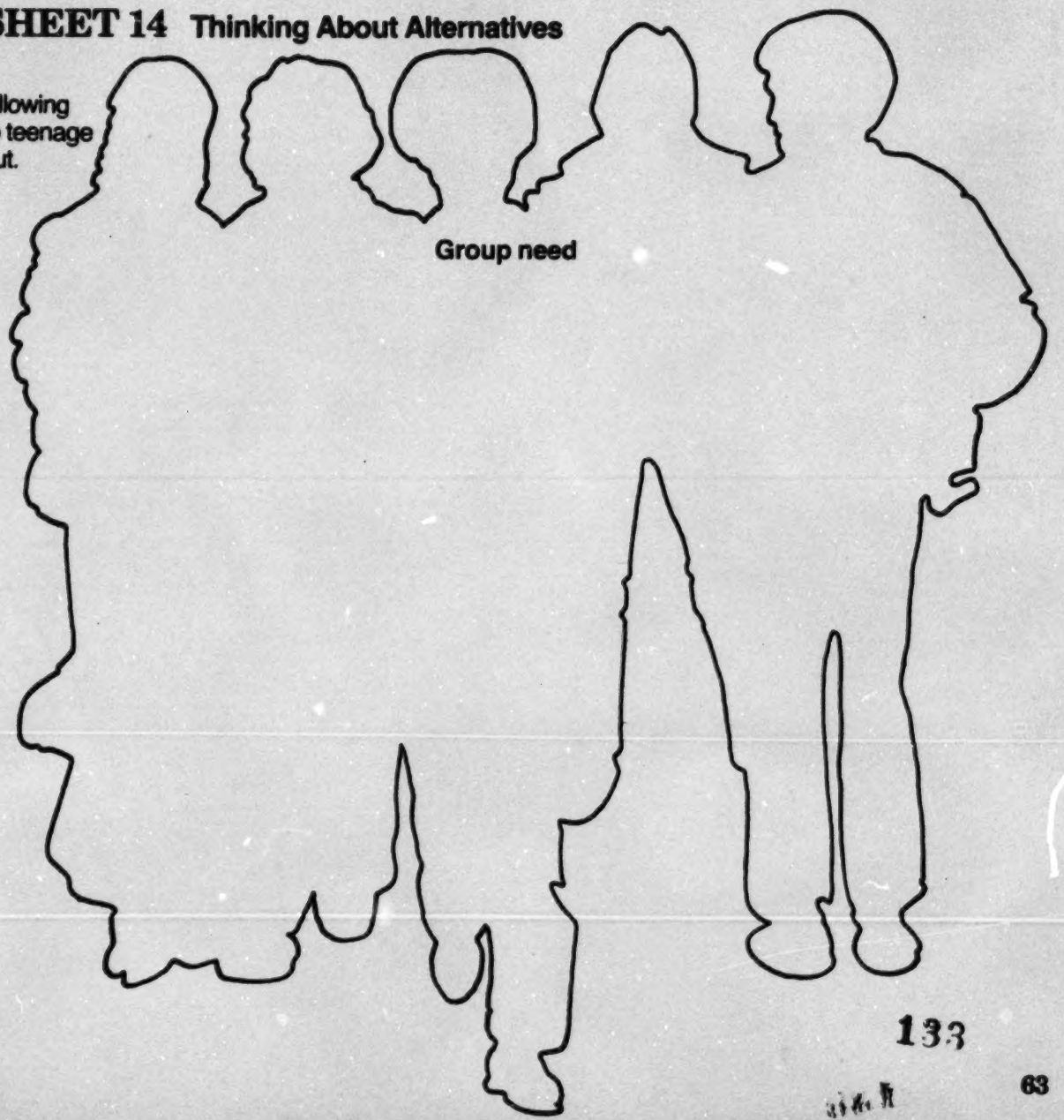
6TH DAY

WORK SHEET 14 Thinking About Alternatives

Fill in as many appropriate items for the following categories as you can think of in relation to teenage groups that you know or have heard about.

Positive activity

Group need



Negative activity

7TH DAY

WHAT DO YOU REALLY NEED?

Purpose

To make the students aware of the influence that advertisers have on how a product is advertised, developed, packaged, and marketed

Objectives

Teacher

- ☐ Foster productive and creative small-group activity during the lesson.
- ☐ Emphasize that the lesson can be seen as an exercise in humor and parody.

Students

- ☐ Work cooperatively in small groups.
- ☐ Examine how advertising can create artificial needs or make people want things that they could easily do without.

Materials

Copies of Materials Sheet 11/Work Sheet 15 and Materials Sheet 12

Warm-up (5-7 minutes)

Ask the students, "Think for a minute of two things you've bought recently that you're happy to own but that aren't necessities of life. Now, imagine that suddenly the government took these products off the market. But also imagine that you had a choice about which products could no longer be sold. Of the two products, which one would you choose to have eliminated?" Illustrate the choice situation on the chalkboard with the following diagram:

Two products you bought recently	The product you would eliminate if you had to

Ask for several volunteers to complete the diagram by using examples of their own.

Directions for Main Activity

1. (3-5 minutes)
After reminding the students about yesterday's "Advance Planning" assignment, ask for examples of advertisements that are designed to encourage people to purchase products that are not essential for fulfilling basic human needs. Encourage the students to discuss what constitutes "basic human needs."

2. (25-30 minutes)
Divide the class into small groups. Give each group copies of Materials Sheet 11/Work Sheet 15. Tell the students, "We've been talking about how advertisements can influence you to buy things you don't need. Today you're going to gain some firsthand knowledge of how that process works. Each of you has been given a brief description of a product that we'll pretend has just been invented. It's not a particularly necessary product, but it will probably make its inventor and manufacturer a great deal of money. A critical factor in its success will be the way it is packaged, marketed, and advertised. Advertisers will play a big role in this process, just as they do in real life. The advertiser will think of a name, for example. The advertiser will design a package; a theme that will be the basis for selling the product; an ad campaign, including radio, television, and print media advertisements; and even ways of selling the product, including the kinds of stores where it should be sold. Each of your teams is a team of creative directors of an advertising company that has just been given the task of designing and marketing this new product. Take about five minutes on your own to formulate some ideas in response to the work sheet. Then get together with the rest of your team. Your team will have about 20 minutes before reporting back to the class with its results." Allow time for completion of the task.

3. (10-15 minutes)
After the groups have completed all or part of their campaign planning, allow time for each group to present its product to the rest of the class. Discuss.

Advance Planning (3 minutes)

Hand out Materials Sheet 12. Tell the students, "This sheet contains some of the most important factual information you'll receive during this unit. Knowing this information could make the difference in whether or not you will ever risk losing your driver's license. Read the materials sheet very carefully between now and tomorrow's lesson and be prepared with questions for class discussion."

For Discussion

"The company that spends the most money on advertising in the United States every year is General Foods, which manufactures cereals, baking goods, coffee, and many other food products. Why do you think this company needs to spend so much money on advertising if food is a basic necessity of life?"

Notes

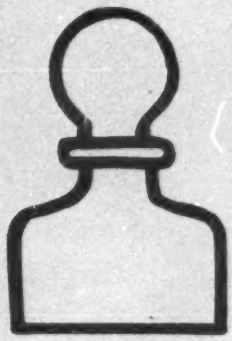
7TH DAY

MATERIALS SHEET 11/WORK SHEET 15 What Do You Really Need?

Use this work sheet to help you plan the advertising and marketing campaign you will be designing with your group. Think of as many ideas as you can for the following categories:

Product A

Use: Makes a person more attractive to others
Package: Comes in a bottle
Cost: About $5



The product name:

Some slogans for ads for the product:

A celebrity who might introduce the product and what he or she would say:

A symbol that represents the product:

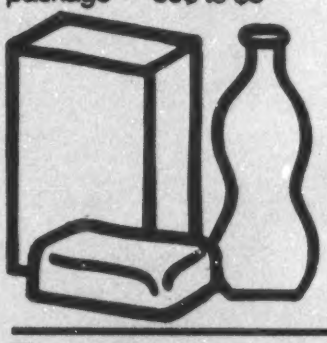
A description of an ad for the product:

A product jingle to be sung on radio and television commercials:

Other ideas:

Product B

Use: Food — something delicious and sweet
Package: A variety of packages
Cost: Varies according to package — 50¢ to $5



The product name:

Some slogans for ads for the product:

A celebrity who might introduce the product and what he or she would say:

A symbol that represents the product:

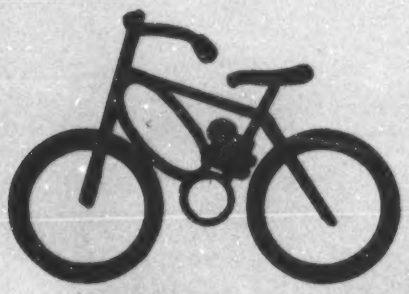
A description of an ad for the product:

A product jingle to be sung on radio and television commercials:

Other ideas:

Product C

Use: A new kind of vehicle — mainly for recreation
Package: None
Cost: $1,500



The product name:

Some slogans for ads for the product:

A celebrity who might introduce the product and what he or she would say:

A symbol that represents the product:

A description of an ad for the product:

A product jingle to be sung on radio and television commercials:

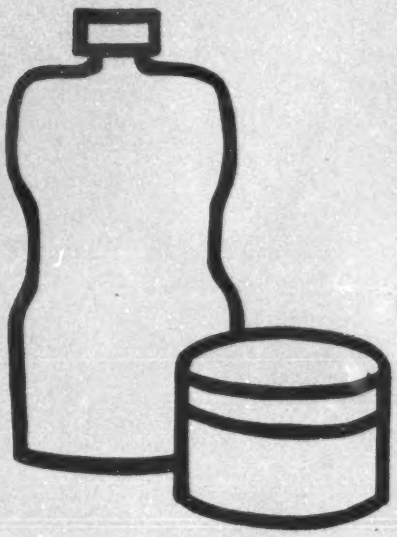
Other ideas:

MATERIALS SHEET 11/WORK SHEET 15 What Do You Really Need? (continued)

Use this work sheet to help you plan the advertising and marketing campaign you will be designing with your group. Think of as many ideas as you can for the following categories:

Product D

Use: Something for the hair
Package: Bottle or jar
Cost: Between $5 and $10



The product name:

Some slogans for ads for the product:

A celebrity who might introduce the product and what he or she would say:

A symbol that represents the product:

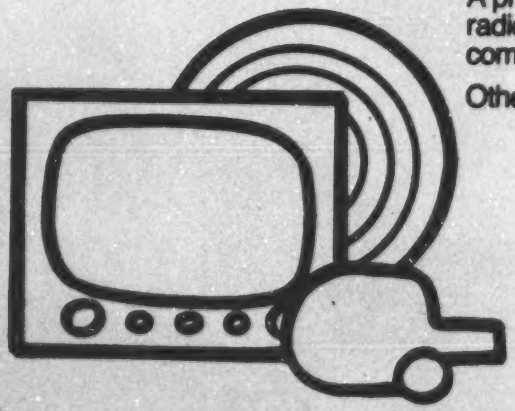
A description of an ad for the product:

A product jingle to be sung on radio and television commercials:

Other ideas:

Product E

Use: Leisure activities in the home
Package: None
Cost: Between $50 and $500



The product name:

Some slogans for ads for the product:

A celebrity who might introduce the product and what he or she would say:

A symbol that represents the product:

A description of an ad for the product:

A product jingle to be sung on radio and television commercials:

Other ideas:

7TH DAY

MATERIALS SHEET 12 California Laws Related to Alcohol, Other Drugs, and Driving*

LAW

You must not drive a motor vehicle while under the influence (DUI) of alcohol or any other drug (any substance that could impair your ability to drive the vehicle effectively).

PENALTY

First offense: Mandatory jail sentence of 48 hours to six months or fine of $250 to $500 or both. Also, possible suspension of your license for up to six months. Penalty may be reduced if you complete an alcoholic rehabilitation or driver improvement program.

The court may impound for up to 30 days at the driver's expense any vehicle used in the offense and registered in the name of drivers under 21 who are convicted of DUI. Second conviction within five years: Mandatory sentence of at least 48 hours but not more than one year in jail and a fine of between $250 and $1,000 and suspension of driving privileges for one year. At the end of this year, you will have to prove that you have the ability to pay for any damage you might cause.

LAW

It is a felony to cause bodily injury to someone when you are driving while under the influence of alcohol or another drug.

PENALTY

First offense: Suspension of driving privilege for one year. At the end of this year, you must file proof that you have the ability to pay for any damage you might cause. Second offense within three years: Your license will be revoked.

LAW

It is against the law for passengers and drivers to drink alcoholic beverages in vehicles on the highway.

PENALTY

First offense: A fine of $50. Second offense within one year: A fine of $100. Third offense within one year: A fine of $250. (General penalty for infractions.)

LAW

It is against the law to have an open bottle, can, or other receptacle containing an alcoholic beverage while in a vehicle on the highway. It is not against the law to have such open containers in the trunk of the car. It is against the law for any driver under 21 to carry any alcoholic beverages in a vehicle unless accompanied by a parent or guardian or unless he or she is an employee of a state liquor licensee.

PENALTY

Same as above (general penalty for infractions).

LAW

The "implied consent" law. If a driver is arrested for driving under the influence of alcohol or another drug, he or she must submit to a test of the blood, breath, or urine to determine the amount of alcohol in his or her blood. This law is called the "implied consent" law because it is based on the assumption that when a person drives a vehicle, he or she has consented to being tested if arrested while suspected of driving under the influence. In a court or arrest proceeding, blood alcohol content (BAC) between .05 and .10 percent may be considered an indication of driving under the influence. The BAC at which a driver is considered to be driving while intoxicated is .10 percent.

PENALTY

Refusal to take the test will result in suspension of the driving privilege for six months.

LAW

It is against the law for any driver under 21 to knowingly carry any alcoholic beverages in a vehicle unless accompanied by a parent or guardian or unless he or she is an employee of a state liquor licensee.

PENALTY

If the vehicle used in the offense is registered to the person under 21, it may be impounded for up to 30 days at owner's expense. The driver's license shall be suspended for from 15 to 30 days. (General penalty for infractions also applies.)

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*Adapted from *California Driver's Handbook*.

8TH DAY

KNOWING THE LAW

Purpose

To be certain that the students know the most pertinent laws in relation to alcohol, other drugs, and driving

Objectives

Teacher

- ☐ Teach about the laws without preaching about them.
- ☐ Assess the students' knowledge of the laws either orally or in writing.

Students

- ☐ Identify laws that relate to alcohol, other drugs, and driving.
- ☐ Demonstrate either orally or in writing that they know the laws.

Materials

Copies of Work Sheet 16

Warm-up (3-5 minutes)

Tell the students, "There are two main factors that will affect whether you decide to drive under the influence of alcohol and other drugs: the law and your own judgment. Who can think of some reasons that the law might not be the only factor that enters into your decision?" Examples: "I'd be willing to take the risk." "I'm the best judge of whether or not I can drive." "I can hold my liquor." Discuss.

Directions for Main Activity

1. (3-5 minutes)
After reminding the students about yesterday's "Advance Planning" assignment, allow time for the students to ask any questions they may have regarding Materials Sheet 12. Encourage the students to ask questions and to participate in a discussion.

2. (15-20 minutes)
Ask the students to refer to Materials Sheet 12 while you read the laws to the class one at a time; foster discussion with questions such as:

- ☐ Who can define blood alcohol content?
- ☐ How can alcohol and other drugs affect a person's ability to drive a vehicle?
- ☐ How can a person know when he or she is intoxicated (drunk)?
- ☐ Which drugs can affect a person's ability to drive a vehicle?
- ☐ What is the responsibility of passengers in relation to alcohol and other drugs?

Note: The questions should be based on (1) the factual information presented about alcohol and other drugs in the previous lessons; and (2) the information about laws. Thus, the discussion is also a form of review.

3. (10 minutes)
Hand out Work Sheet 16. Tell the students to complete it in silence. Allow time for this.

4. (10 minutes)
If the work sheets are to be graded, either collect them or ask the students to exchange work sheets with another student. Then discuss the work sheet, and indicate which answers are correct. The correct answers are:

1. C 2. D 3. A and B 4. B 5. C 6. A 7. B 8. E 9. D 10. B

For Discussion

"The police may stop any driver that they suspect of driving while under the influence of alcohol or other drugs. What kinds of drivers — or what kinds of cars — do you think the police are most likely to stop?"

8TH DAY

WORK SHEET 16 Knowing the Law

Answer the following questions by placing a check in the appropriate box. Base your answers on your knowledge of the laws relating to drinking and driving.

1. You can lose your driver's license for life if you:
   - A. ☐ Are arrested for driving under the influence of alcohol or other drugs
   - B. ☐ Are responsible for bodily injury to another person while you are driving under the influence of alcohol or other drugs
   - C. ☐ Are convicted twice within three years for causing bodily injury to another person while you are driving under the influence of alcohol or other drugs
2. A driver under 21 may have unopened containers of alcoholic beverages in his or her car:
   - A. ☐ If they are kept in the trunk
   - B. ☐ If they are kept in the back seat
   - C. ☐ If he or she does not drink any of them
   - D. ☐ If his or her parent or guardian is also in the vehicle
3. The penalty for a first offense for a person driving under the influence of alcohol or other drugs is:
   - A. ☐ 48 hours in jail and/or a fine of $250 to $500
   - B. ☐ If the driver is under 21, impounding of the vehicle for up to 30 days at the driver's expense
   - C. ☐ An order by the court that the driver attend a special educational program
   - D. ☐ All of the above
4. If a driver is arrested for driving while intoxicated, he or she:
   - A. ☐ Must take whatever test the police officer tells him or her to take
   - B. ☐ Will risk losing his or her license if he or she refuses to take a blood alcohol test
   - C. ☐ Both of the above
5. A driver must obtain adequate liability insurance if he or she:
   - A. ☐ Is convicted once for causing bodily injury to another person while driving under the influence of alcohol or other drugs
   - B. ☐ Is convicted twice within five years for driving under the influence of alcohol or other drugs
   - C. ☐ Both of the above
6. A driver is considered to be driving under the influence of alcohol when his or her blood alcohol content is:
   - A. ☐ .10 percent or above
   - B. ☐ Between .05 and .10 percent
   - C. ☐ Over .05 percent
7. It is legal for passengers to drink alcoholic beverages while in a vehicle on the highway
   - A. ☐ True
   - B. ☐ False
8. One must not drive under the influence of which of the following:
   - A. ☐ Marijuana
   - B. ☐ Alcohol
   - C. ☐ Heroin
   - D. ☐ Antihistamines (cold tablets)
   - E. ☐ All of the above
9. "Implied consent" means that
   - A. ☐ The driver has given his or her consent to taking a blood alcohol content test if arrested on suspicion of driving under the influence of alcohol or another drug.
   - B. ☐ The police officer does not have to ask for the driver's permission to give a blood alcohol content test.
   - C. ☐ The driver has no right to refuse if stopped for suspicion of driving under the influence of alcohol or other drugs.
   - D. ☐ All of the above.
10. It is lawful to drive a vehicle as long as you are certain that you are not feeling "high," no matter what kind of drug you have used.
    - A. ☐ True
    - B. ☐ False

9TH DAY

WILL YOU OBEY THE LAW?

Purpose

To encourage the students to gain some insight into how they arrive at decisions about whether or not to take the risk of violating laws

Objectives

Teacher

- ☐ Encourage students to discuss openly and honestly, without moralizing, when and why people violate the law.
- ☐ Emphasize that people's individual decisions to obey the law are as important to a law-abiding society as the law itself.

Students

- ☐ Discuss the extent to which they really "buy into" the laws affecting alcohol, other drugs, and driving.

Materials

Copies of Materials Sheet 13 and Work Sheet 17

Warm-up (3-5 minutes)

Tell the students, "People often make deliberate decisions not to obey the law. In some cases people make these decisions because they are willing to take the risk that they might get caught and might be penalized for breaking the law, but they recognize that the law is just. In other cases people decide to break the law to demonstrate their disagreement with the law -- they believe that the law is unjust. A burglar breaking into a house usually doesn't question whether the law against burglary is just or not — he or she is after money and other loot. On the other hand, Henry David Thoreau, a writer and philosopher of the nineteenth century, refused to pay his taxes, and thus violated the law, because he believed that the government was engaged in unjust policies. Who can think of some other recent examples of what Thoreau called 'civil disobedience,' violating the law as a form of political or social protest?" Prompt the students with questions about the civil rights sit-ins of the 1960s and the student protest movement. Ask the students, "Is there any law that you consider so unjust that you would commit civil disobedience to demonstrate your disapproval?"

Directions for Main Activity

1. (10-15 minutes)
Ask the students, "Why do you think that it would be unreasonable to defend driving under the influence of alcohol or drugs as an act of civil disobedience?" Encourage the students to give answers that focus on the basic purposes of the vehicle laws: to protect all citizens against the very real dangers of vehicles and the irresponsibility of some drivers. Tell the students, "Although it would be difficult to offer civil disobedience as a reason for breaking the traffic laws, people often do break these laws with full knowledge of what they are doing. In these cases people deliberately take certain risks. If they drive under the influence of alcohol and other drugs, they are taking at least two risks. What are these risks?" Encourage the students to give answers indicating that the dual risks involve possible accidents or fatalities and arrest and conviction. Hand out Materials Sheet 13 and Work Sheet 17. Tell the students, "This assignment was designed to help you think about situations in which you might be willing to take the risk of breaking the law. Be honest with yourself in filling it out. You won't be arrested or blamed for admitting you might take a risk." Allow time for the students to complete the work sheet.

2. (20-25 minutes)
Use the work sheet as the focus for a discussion on taking the risk of violating the law. For each situation discussed ask the class to discuss possible consequences of taking that particular risk. List these on the chalkboard.

For Discussion

"What factors do you think will influence your decisions about whether or not to take the risk of driving under the influence of alcohol or other drugs if the situation arises? Keep in mind the information you have learned during this unit, but be honest."

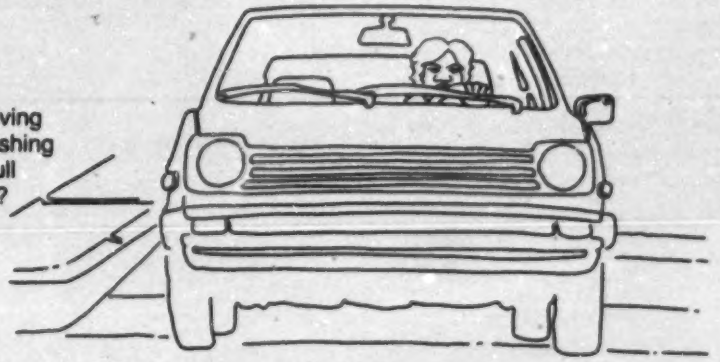
9TH DAY

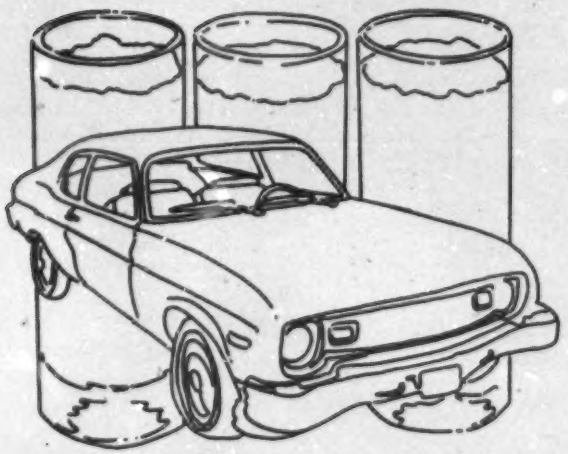
MATERIALS SHEET 13 Will You Obey the Law?

Read the following situations. Then for each one decide whether you would be willing to risk breaking the law. Write your response in the appropriate space on Work Sheet 17. Under the "why" column write a few words or a phrase stating why you would or wouldn't be willing to take this particular risk. Be honest.

Situation 1:

It's two o'clock in the morning, and you're driving home. You arrive at an intersection with a flashing red light. The law says you must come to a full stop. There isn't a car for miles. Do you stop?





Situation 2:

You've had three beers within an hour or so at the party, and you're feeling fine — not even a little bit high. You know you can "hold" your liquor. Do you decide to drive a car?

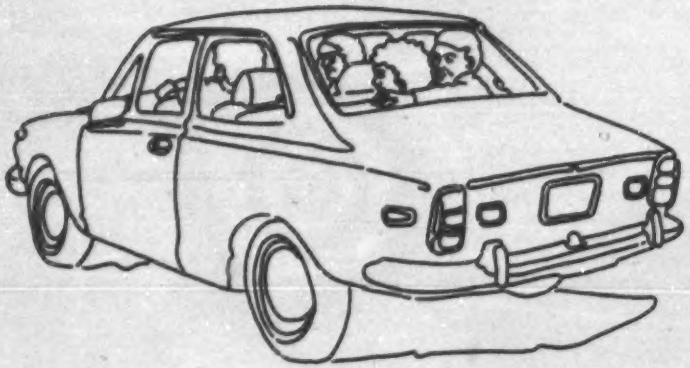
Situation 3:

You're driving with a group of friends in a car, and one of the others in the car takes out a marijuana joint. He says there is enough for just one "drag" per person, not enough to get anyone "smashed." Do you take a drag?

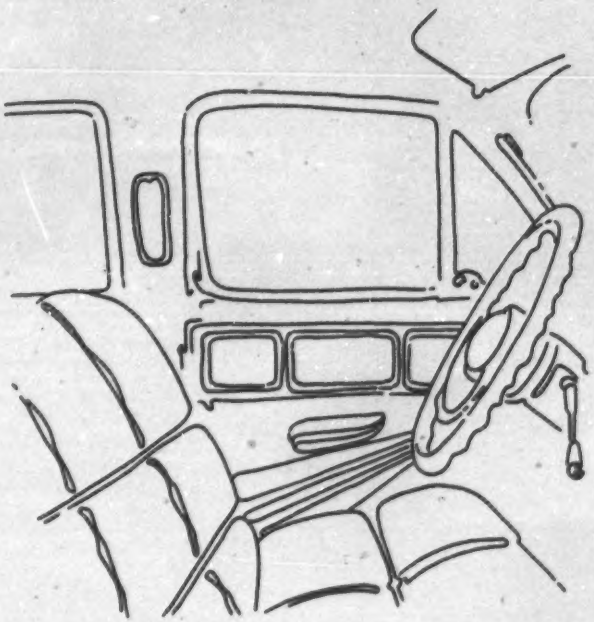
118

119

MATERIALS SHEET 13 Will You Obey the Law? (continued)



Situation 4:
The rest of the crowd wants to pop some pills and drive on out to the beach. You refuse to take any pills. Even so, will you go with them?



Situation 5:
You've just received your driver's license, and your dad wants you to deliver a few bottles of whiskey to a friend of his. The whiskey bottles have been opened, but they're wrapped up in a package. Do you put them on the passenger's seat next to you?

Situation 6:
A police officer pulls you to the side of the road and demands that you take a breath test for allegedly driving under the influence of alcohol. You hate alcohol, and you never touch the stuff. Do you refuse to take the test?

150

151

9TH DAY

WORK SHEET 17 Will You Obey the Law?

Situation	Yes	No	Why
#1			
#2			
#3			
#4			
#5			
#6			

10TH DAY

CLOSURE

Purposes

To reflect on the preceding lessons and evaluate the extent to which the students have learned and understood the major concepts and accomplished the objectives of the unit.

Objectives

Teacher

- ☐ Through observation of the students' responses to today's activities, assess the strengths and weaknesses of his or her teaching of the unit.
- ☐ Leave the students with unanswered questions that might foster further learning at another time.

Students

- ☐ Demonstrate, both orally and in writing, comprehension of the unit goal, the decision-making process presented in the unit theme page, and the cognitive and affective concepts covered during the unit.

Materials

Copies of Materials Sheet 14, and Work Sheet 12 (pages 48-49)

Directions for Main Activity

1. (20 minutes)
Hand out copies of Work Sheet 12. Instruct the students to fill out the questionnaire in silence and to wait for further instructions. After all the students have completed the questionnaire, instruct the students to exchange questionnaires (optional) and to correct them during the following discussion. Using a show of hands, determine the class consensus on each of the questionnaire items. Discuss the reasons for each response and, wherever possible, relate these to the content of the previous lessons in the unit. Note that some of the responses depend on knowledge of factual information, while others depend on a grasp of the unit's affective goals. Following are the "correct" answers in terms of the content and goals of the unit:

1. Disagree 2. Agree 3. Agree 4. Agree 5. Disagree 6. Disagree 7. Disagree
8. Agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Disagree 14. Agree
15. Disagree 16. Disagree 17. Agree 18. Disagree 19. Disagree 20. Agree

2. (5-7 minutes)
Return the students' original copies of Work Sheet 12, and ask the class to tally the numbers of items that were answered correctly the second time but incorrectly the first time.

3. (25-30 minutes)
Hand out copies of Materials Sheet 14. Explain that the materials sheet contains a summary of the major concepts and learning objectives of the unit; that is, that it includes descriptions of a variety of situations in which the students will need to apply what they have learned about alcohol, other drugs, traffic safety, and decision-making in relation to risk situations. Ask for students to read the situations on the materials sheet aloud, and through discussion assess the students' comprehension of these situations. Explain that the class will be divided into small groups for the next 15-20 minutes to answer the following questions (write the questions on the chalkboard):

- ☐ What factors would influence the decisions in this situation?
- ☐ To what extent would the four factors identified during the unit be important?
- ☐ If you were the person who had to make the decision, how would you apply the decision-making process outlined during the unit (page x) to this situation? Be prepared to describe to the class each step in the decision-making process.

Allow time for completion of the task, sharing, and discussion.

The Daily Risk

A publication designed to keep you abreast of daily risks

Situation 1:

It was Sally's first big high school party. She'd bought a special dress for the occasion, and she was nervously excited about going. At the party she continued to be nervous, and when some of the other kids started drinking beer, she joined in eagerly. After a few beers she began to feel lightheaded and relaxed. Later at the party Sally walked over to join a group of kids who were huddled around one boy in a very interested way. The boy held out a handful of white pills. He said they would give a mellow "high" to anyone who took them. Sally had never drunk beer before, and she knew how dangerous unidentified pills could be. But lots of the other kids took the pills right away. What do you think Sally should do?

Situation 2:

Pete and Bill had decided to take a hike in the woods for a whole weekend. Both of them had arranged the trip well beforehand and had mapped out their route. Everything went smoothly on their trip until they came to a rushing stream that could be crossed only by taking big jumps from one rock to another. Pete was over six feet tall and made the jumps easily. Bill was much shorter and not as athletic as Pete. As Bill looked out at the first rock he had to jump to, it seemed to be miles away. What should Bill do?

Situation 3:

Joan really didn't like cigarettes very much, but most of her friends smoked. Every once in a while, she would take a cigarette from one of them, when it was offered to her, and smoke it. She had learned to inhale, but she always felt dizzy after smoking. Some of her friends told her that after a while she wouldn't feel dizzy at all, that she just had to get used to smoking. One day Joan stopped at the corner store to buy chewing gum, and she noticed a cigarette advertisement showing a beautiful woman smoking. There just happened to be a special display of the cigarettes as well, and Joan picked them up to admire the package, which was covered with golden foil. "Why shouldn't I buy a pack?" Joan thought to herself. "One pack doesn't mean I'm really a smoker anyway. I can give it up any time I want to." What do you think Joan should do?

Situation 4:

Fred had his driver's license for more than a year without ever having been stopped by a police officer. At 17 Fred was a very careful driver, partly because his father had spent so much time driving around with him, making sure that he knew all the rules and laws. One day Fred and his father got into an agrument about a tool that Fred had borrowed from his father's shop and had not returned. That afternoon Fred had to run an errand in the family car. He was still angry with his father, and as he drove along the main street of town, he was thinking about how much his father always insisted that he obey the law. His father was extra fussy about the law, in fact. "This time," Fred thought to himself, "I think maybe I just won't come to a *full* stop at every stop sign. That takes too long anyway, and I can see whether there are any other cars at the intersection." What do you think Fred should do?

Situation 5:

Brenda was walking down the street on a Saturday afternoon, when suddenly a car with six or seven teenagers in it pulled up next to her. She recognized two of her girl friends, but she didn't know the other kids. They called to her and said that they were on their way to the beach. Did she want to come? She walked over to the car to talk to them, and when she looked in, she noticed that they were passing around an open bottle of whiskey. Brenda liked to have a good time, and she didn't have to drink any whiskey if she didn't want to. She knew how to say no. Should Brenda go to the beach with the other kids?

Situation 6:

James never rode his motorcycle without wearing a helmet, even though riding without a helmet wasn't against the law. One day another boy at school asked James if he could borrow his helmet just for an hour to go for a ride on someone else's motorcycle. James said, "Sure." After two hours the other boy still hadn't returned, and James needed to go to his after-school job. He decided that he could either leave his motorcycle at school until tomorrow or without a helmet ride the few blocks to the store where he worked. If he left the bike at school, something might happen to it. On the other hand, riding without a helmet involved a risk, too. What should James do?

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